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ABSTRACT

This resource was developed to involve Alberta, Canada, students, teachers, and communities with the 8th IAAF World Championships in Athletics. It supports implementation of the Alberta Programs of Study and provides activities related to the concepts of the IAAF World Championships in Athletics and school events. Student learning outcomes are designed so that students can gain an understanding of the 2001 IAAF World Championships in Athletics, including the events, the countries, and the people involved. The themes of global friendship, citizenship, well being, and run, jump, throw are integrated with student curricular outcomes. The first section, "It's Coming to Your Community," presents a series of lessons that can be used by students, staff, and community to prepare for a major event coming to their school and community. The section, "7-12 Integrated Lessons," provides many cross-curricular activities that take into consideration the four themes. Many of the lessons can be used in the curriculum in place of, or in conjunction with, activities already being taught in Alberta schools. Teachers can refer to the "Curriculum and Theme Grids" to identify activities suitable for their students. Activities are organized by division, subject, and theme. (SM)

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AN INTEGRATED TEACHER RESOURCE

Grade 7-12

ED 451 168

Well Being

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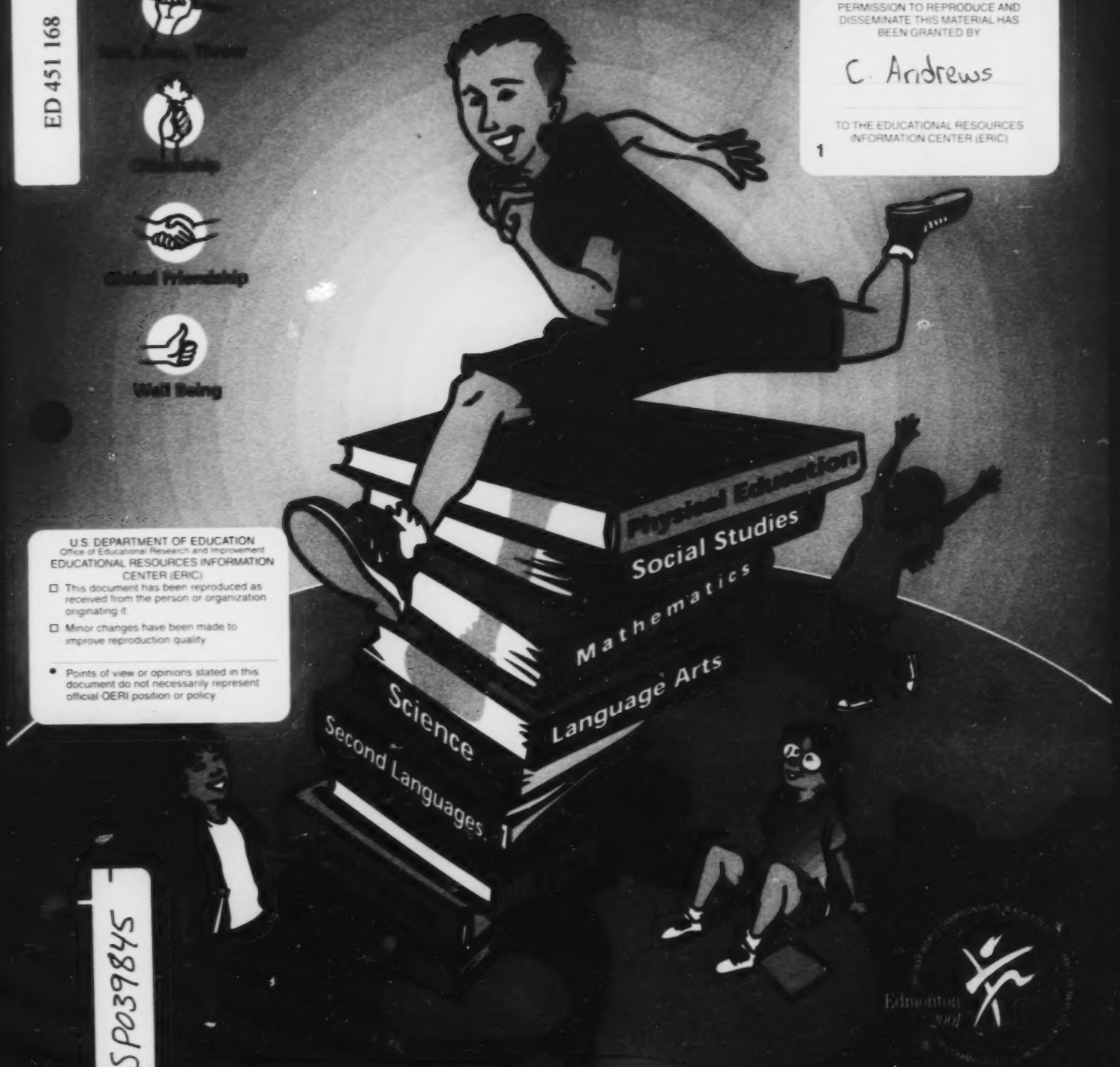

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Our **Schools** in **Action**

AN INTEGRATED TEACHER RESOURCE

Grade 7–12

2000

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Alberta LEARNING

Message from the CASS 2001 World Championships in Athletics Education Committee

It is our privilege to introduce "Our Schools in Action", an integrated teacher resource that focuses on the World Championships in Athletics, and that we believe will spark learning opportunities for students throughout Alberta.

The 8th IAAF World Championships in Athletics will bring the world closer together, and we will celebrate the great nations that visit us not only through athletics, but also by learning more about their cultures and countries. This resource is a good example of a way that an integrated education can be fostered.

Thousands of athletes from more than 200 countries will compete. Hundreds of thousands of people will attend, including athletes, coaches and officials. The world will be watching as the event is broadcast globally.

The resource, written by a team of teachers, will focus on many aspects of the World Championships in Athletics; from running, jumping and throwing, to global friendship and citizenship, and to well being and active living. The resource has been developed to support implementation of the programs of study. All of these lessons align directly with the curriculum and can be used instead of, or in conjunction with, activities already being taught in Alberta schools.

From the outset, the focus of the 8th IAAF World Championships in Athletics, has been to create lasting legacies. Beyond the bricks and mortar of facilities, we will be developing young leaders with an enhanced understanding of the world we live in.

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ACKNOWLEDGEMENTS

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Project Leaders:	Don Zabloski	Edmonton School District No. 7
	Thalia Hartson	Edmonton School District No. 7
Teacher Writers:	Susan Agrios	Edmonton School District No. 7
	Tracey Anderson	Elk Island Public School Regional Division No 14
	Phil Booth	Edmonton School District No. 7
	Diane Clarke	Edmonton Catholic Regional Division No. 40
	Cheryl Fraser	Edmonton School District No. 7
	Debbie Gawlik	Edmonton School District No. 7
	Gregory Gibson	Sturgeon School Division No. 24
	Bonnie Gratz	Elk Island Public School Regional Division No. 14
	Leanne Lauder	Edmonton School District No. 7
	Glynis Powell	Edmonton School District No. 7
	Ann Smithson	St. Albert Protestant Separate School District No. 6
	Maureen Trask	Elk Island Catholic Separate Regional Division No. 41
	Trish Unguran-McKee	Black Gold Regional Division No. 18
	Carrie Yanishewski	Peace Wapiti Regional Division No. 33
Athletics Specialist:	Dr. Linda Blade	
Illustrations:	Flavio Rojas	Edmonton School District No. 7
Editor:	Dhyana Roche	
Document Production:	Lin Hallett	Alberta Learning
	Dianne Moyer	Alberta Learning
	Esther Yong	Alberta Learning
Project Manager:	Val Olekshy-Greenslade	Alberta Learning/University of Alberta
College of Alberta School Superintendents 2001 World Championships in Athletics Education Committee	John Bole	Black Gold Regional Division No. 18
	Henri Lemire	Conseil Scolaire du Centre-Nord
	Rick Mooney	Edmonton Catholic Regional Division No. 40
	Ken Dropko	Edmonton School District No. 7
	Jim Sheasgreen	Elk Island Catholic Separate Regional Division No. 14
	Edna Dach	Elk Island Public School Regional Division No. 14

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Larry Hlushak	Evergreen Catholic Separate Regional Division No. 2
Joan Tod	Greater St. Albert Catholic Regional Division No. 29
Steve Bayus	Greater St. Albert Catholic Regional Division No. 29
Harry Wagner	Parkland School Division No. 70
Doug Fleming	Pembina Hills Regional Division No. 7
Roger Nicholson	St. Albert Protestant Separate School District No. 6
Kevin Andrea	St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
Clare Downing	Sturgeon School Division No. 24

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INTRODUCTION

Purpose of Resource

"Our Schools In Action" has been developed to involve Alberta students, teachers and communities with the 8th IAAF World Championships in Athletics. This resource constitutes an ongoing legacy for Alberta schools and provides a wealth of activities to be used by teachers year after year. It has been developed to support implementation of the Alberta Programs of Study; provide activities related to the concepts of the IAAF World Championships in Athletics and school events.

Student learning outcomes have been designed so that students will gain an understanding of the 2001 IAAF World Championships in Athletics, including the events, the countries and the people involved. The themes of global friendship, citizenship, well-being and run, jump, throw are integrated with student curricular outcomes.

Global Friendship

Citizenship

Well-being

Run, Jump, Throw

How to Use this Resource

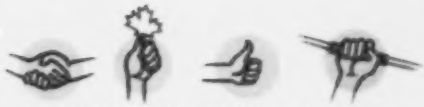
When using this resource, teachers will identify the "It's Coming to Your Community" section as a series of lessons which can be used by students, staff and community to prepare for a major event coming to their school and community.

The "7–12 Integrated Lessons" section provides many cross-curricular activities that take into consideration the four themes. Many of these lessons can be used in the curriculum in place of, or in conjunction with, activities already being taught in Alberta schools.

Teachers are advised to refer to the "Curriculum and Theme Grids" to identify activities suitable for their students. Activities are organized by division, subject and theme.

Have fun and learn with "Our Schools in Action!"

It's Coming to Your Community



Lesson Title	Page No.	Division		Subject		Themes			
		3	4	L.A.	S.S.	Gl. Fr.	Cit.	W.B.	R.J.T
To Bid or Not to Bid...	3	•	•	•	•	•	•		
Taking a Role	7	•	•	•	•		•		
Meet Your Neighbours!	12	•	•	•	•		•	•	
Coffee Shop Talk	14	•	•	•	•	•	•		
Taking a Stand	16	•	•	•	•		•		
Town Meeting	21	•	•	•	•		•		
Time To Plan	23	•	•	•	•		•		
Finding Funding	25	•	•	•	•		•		
Proud Sponsors!	27	•	•	•			•		
Media Frenzy!	30	•	•	•		•	•	•	
Tour Our Town!	32	•	•	•	•	•	•	•	
What If ...?	35	•	•	•				•	
The Inside Scoop	37	•	•	•		•	•		
Headline News!	38	•	•	•		•	•		
Newspaper Scavenger Hunt	43	•	•	•	•		•		
Extra!! Extra!!	46	•	•	•		•	•	•	

Assessment Suggestions and Templates

	Page No.	Division		Subject	
		3	4	L.A.	S.S.
Role Play Rubric	51	•	•	•	•
Writing Rubric	52	•	•	•	•
Representation Rubric	53	•	•	•	•
Newspaper Rubric	54	•	•	•	•
Self-Evaluation Rating Scale	55	•	•	•	•
Group Work Rating Scale	56	•	•	•	•

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7–12 Integrated Lessons

Lesson Title	Page No.	Division		Subject									Themes			
		3	4	L.A.	M	Sc	SS	PE	Arts	ICT	FSL	H	Gl. Fr.	Cit.	W.B.	R.J.T
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Go, Greece, Go!	62	•	•					•	•				•	•		
A Greek Festival	64	•	•						•				•	•		
Silly Games	66	•	•						•						•	
Create a Team	68	•	•						•						•	
Designing a Costume	71	•	•						•						•	
Theatre Sports	73	•	•						•						•	
A Parody on Sport	74	•	•						•						•	
Choosing a Champion	75	•			•								•			
Pulse Rate and Athletic Activity	77	•				•									•	•
Moon-like Conditions	82	•				•										•
Forces in Action	83	•				•								•		•
Meet the Materials	86	•				•								•		•
Quench Your Thirst	90	•				•									•	
Energy!	93	•				•								•		•
Adaptation for Achievement in Athletics	96	•				•										•
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Un Voyage de rêve! (Trip of a Lifetime)	119	•	•								•		•		•	
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It's Coming to your
Community

IT'S COMING TO YOUR COMMUNITY!

This series of lessons is intended to function as a unit or project but also can be used as independent lessons. The unit is based on a hypothetical or real situation as community members become involved in the process of hosting a major event in their town or city.

Students take on the role of community members, and gain an appreciation of the necessity of volunteers in community events, the scope of people involved in planning and organizing, as well as the importance of teamwork.

Possible community/school events might include:

- 8th IAAF World Championships in Athletics
- Jazz Festival
- Chess Championship
- Regional Science Fair
- Multi-artist Music Concert, or other major sporting event.

The most immediate curricular connections occur in:

Division 3 and 4 – Language Arts/English—all five general outcomes
Division 4 – Social Studies 13 – Topic B: Citizenship in Canada

There are additional connections with Health in some of the lessons.

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DIVISION
3, 4

THEME
Global Friendship

Citizenship

CURRICULUM LINKS
Language Arts
Junior High – GO1, GO3, GO4, GO5
Senior High – GO1, GO2, GO3, GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

TO BID OR NOT TO BID ...

Introduction

- The teacher introduces the topic of communities hosting global events.
- The students brainstorm examples of events that involve global participation.
- The students divide the events into various categories; e.g., sports-related, artistic, academic.
- The class discusses the concepts of competition and cooperation.

Learning Activities

- The teacher introduces the scenario: Your community is bidding to host a major event.
- Using the overhead transparency of the "Issues Chart," the students discuss cooperation, competition and organizing large-scale events.
- The students may participate orally as a class or individually in writing to respond to the issues provided.
- The teacher and/or students may contribute additional issues for consideration.
- The students break into small groups to discuss their reactions to the statements in the "Issues Chart."
- Each small group brainstorms, webs or mind maps the following:

  HOSTING A MAJOR EVENT

  3 benefits
  3 concerns
  3 questions they would want answered before bidding to host
  3 requirements for submitting a successful bid

- A template for this activity is provided.

Closure

- The class discusses benefits, concerns, questions and requirements.
- Contributions are recorded on chart paper for future reference.
- The teacher announces to the class that their community is submitting a bid to host a major event in three to five years' time.
- At this time, the class may want to choose an event on which to focus for upcoming activities.

Assessment Suggestions

- The teacher may choose to observe students as they participate in small group and class discussions.
- Group Work Rating Scale on page 56.

Materials, Resources, Equipment

- chart paper and markers
- an overhead transparency of or class set of "Issues Chart"
- photocopies or an overhead transparency of "Hosting a Major Event"

Continuing Lesson Suggestions

- See "Taking a Role" lesson on page 7.
- The students may write about or discuss the rights and responsibilities of citizens in a community.
- If a specific event has been selected by the class, logo and mascot design contests are great ways to build group spirit.

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TO BID OR NOT TO BID ...

Issues Chart

ISSUE	AGREE/ DISAGREE	EXPLAIN
1. Cooperation is an essential skill.		
2. Competition is an essential skill.		
3. Cooperation is more important than competition.		
4. Hosting a major event would have only a positive impact on the hosting community.		
5. I would have some concerns if my community was hosting a large-scale event.		
6. I would become actively involved if my community was hosting a major event.		
7. My family would become actively involved if our community was hosting a major event.		
8. Local support is necessary for a major event to be successful.		
9.		
10.		

TO BID OR NOT TO BID ...

Hosting a Major Event

Benefits of Hosting	Concerns About Hosting
1.	1.
2.	2.
3.	3.

Questions We Would Want Answered Before Bidding

1.

2.

3.

Requirements for Submitting a Successful Bid

1.

2.

3.

To bid or not to bid – that is the question! We think ...

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DIVISION
3, 4

THEME
Citizenship

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO3, GO4
Senior High – GO1, GO2, GO3, GO4, GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

TAKING A ROLE

Introduction

- The class reviews the chart of questions, benefits, issues, concerns and requirements from the previous lesson.
- The teacher restates that the community is bidding to host an upcoming major event.
- The class brainstorms, mind maps or webs as many of the local people as possible who might be affected by a decision to host a major event.

Learning Activities

- The teacher assigns or allows students to randomly select "Role Cards."
- The students must develop their characters by creating realistic details about their backgrounds, interests, lifestyles and opinions.
- Character development may be done individually, in pairs or in "Community Groups."
- Maps or webs must include a minimum of four sections for character development:
  1. personal information; e.g., name, age, occupation, family details
  2. community involvement; e.g., library volunteer
  3. personal interests and hobbies; e.g., reading
  4. position on the issue of hosting a major event (include an explanation to justify your position)
- The students write a "Character Sketch" from the first person point of view that includes information from all four sections of the web or map.

Closure

- The class discusses some of the character traits, contributions to society and personal interests that students have chosen to include in their characters. What qualities produce harmony in a community? What qualities result in friction? How is friction overcome?

Assessment Suggestions

- The teacher should outline specific criteria and guidelines for "Character Sketch;" e.g., length, style, introduction, conclusion, format.
- Writing Rubric is on page 52.

Materials, Resources, Equipment

- copies of "Role Cards" (to allow one role per student)

Continuing Lesson Suggestions

- See "Meet Your Neighbours!" lesson on page 12.
- The students may design a name tag which clearly depicts their character's name, position and some of the qualities or attributes they bring to the community.
- The students may create or bring in a single object that will clearly identify their character; e.g., a farmer's hat, a red cross for the emergency room attendant, a briefcase for the mayor.
- The students may design a poster which includes their character's information. If produced on letter sized paper, the posters may be arranged in "Community Groups" on a bulletin board in the classroom.

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STUDENT ACTIVITY

TAKING A ROLE - ROLE CARDS

Note: Fictitious Names

1. You are GUS TRONOMY, a 37-year-old local restaurant owner. You support the plan to bid to host the major event because you see the benefits to your business.

2. You are CROPPER HAYTHORN, a local farmer and parent of three children. You are opposed to the upcoming bid, citing your dislike of crowds and spending money unnecessarily as your arguments.

3. You are MAY DASH, a 20-year-old sprinter who is well known for your active participation in community sports. You agree wholeheartedly with the plan to bid for a major community event.

4. You are WILL KNOTCHANGE, a retired senior citizen who lives nearby the community complex which would house much of the major event. You are opposed to the proposal mainly because of safety concerns.

5. You are GAIL FLORENSNITE, a 29-year-old local emergency room attendant who is opposed to the idea of bidding for a major community event. You have had previous experience working in an emergency room after a riot, and are opposed to large-scale events.

6. You are BEE THABOSS, a 43-year-old principal of a local junior/senior high school. You look forward to the educational opportunities an event such as this will provide.

7. You are LAYNE LOISTON, a 28-year-old local newspaper reporter who looks forward to the opportunity to cover a major event.

8. You are PAPA DOPOLOUS, a 39-year-old stay-at-home parent of four children. You are in firm support of the proposal.

9. You are ALYNNE JAVESTON, a 37-year-old former world class athlete who understands the benefits of organizing, hosting and attending a major community event.

10. You are DEE ZILL, a 27-year-old local service station owner. You know that a major community event means increased business at your service station.

11. You are MURIEL LIST, a 26-year-old local artist whose local works include window paintings and wall murals on local businesses. Bringing tourists into your community is a great way to gain exposure.

12. You are DIRK GREEN, a 30-year-old worker for the local Parks and Recreation Department and parent of one child. You feel that the community lacks the proper facilities to host an event of this calibre and are concerned about how funding will be generated.

13. You are CHIP ENPUTT, a 47-year-old athlete and father who believes firmly in the benefits of community events. You are remembered for your brief stint on the CPGA tour.

14. You are VAL UNTEER, a senior citizen and local volunteer who is always excited about the prospect of new opportunities. You see this opportunity as a blessing.

15. You are JUSTIN CASE, the 48-year-old local chief of police. You are a level-headed person with serious reservations about hosting a major community event because of the safety issues that will arise.

16. You are SPARKY SHIELD, a local welder and parent of two teenagers. You know that upgrading local facilities to host a major event could bring the company for which you work a great deal of business.

17. You are C.D. BURNER, a 26-year-old DJ and reporter for a local radio station. You know that an event such as this will provide perks for you as well as the radio station.

18. You are MILES AWEIGH, a 31-year-old local taxi driver who knows that the taxi business will experience great benefits from a major community event that attracts spectators and participants from out of town.

19. You are ABEL TALURN, a 28-year-old teacher who is opposed to the plan because funding the new facilities will likely result in increased taxes for local property owners.

20. You are IMA TRAINER, a 32-year-old coach who looks forward to the community upgrading its facilities for a large-scale event.

21. You are GRAY TRUMES, the 45-year-old owner and manager of a local hotel. You are in favor of any type of event that will attract people from outside the local area.

22. You are BUZZ INESS, a 37-year-old town councilor and local merchant. You are very enthusiastic about bringing an event such as this to your community.

23. You are LEIGH GALESE, a 34-year-old town councilor and lawyer. You have aspirations to move into provincial or federal government. Successfully bringing an event such as this to your community will bring some degree of attention.

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24. You are HOW ZINGBOOM, a 51-year-old town councilor and real estate agent. You know that a major community event will help residents to develop a sense of community pride, and will likely have a positive impact on the real estate market.

25. You are ANNE TEERIZE, a 39-year-old town councilor and parent. You are concerned about funding issues because your election platform included a promise to town residents that you would fight against any tax and fee hikes.

26. You are E. X. TINGUISHER, a 54-year-old town councilor and volunteer firefighter. Your major opposition to the event is fueled by your concern about safety issues for local residents, event participants and spectators.

27. You are ALOTTA VOTES, the 48-year-old local mayor. You are extremely excited about bringing an event such as this to your community, and you recognize the economic impact such an event will bring.

28. You are GUNG HO, the 35-year-old chairperson of the committee for the proposed event. You are thrilled to be leading the organization of such a prestigious event.

29. You are SARAH MONY, a 25-year-old recent university graduate. If this event is approved for your community, you will be the Director of Promotions which is an amazing career opportunity for you.

30. You are HAN DELZKASH, a 33-year-old accountant who will be named as the Financial Officer of the organizing committee of this major event if the community is granted the bid to host it. You are looking for a new direction, and are highly interested in being involved in this type of work.

★Consider removing fictitious names if inappropriate for your classroom.

Community Groups

These groupings may be used for various activities and projects.

Birch Boulevard
4. Will Knotchange
28. Gung Ho
23. Leigh Galese
1. Gus Tronomy
8. Papa Dopolous

Cottonwood Crescent
5. Gail Florensnite
17. C.D. Burner
24. How Zingboom
10. Dee Zill
20. Ima Trainer

Willow Way
12. Dirk Green
29. Sarah Mony
27. Alotta Votes
11. Muriel List
13. Chip Enputt

Aspen Avenue
15. Justin Case
22. Buzz Iness
7. Layne Loiston
18. Miles Aweigh
9. Papa Dopolous

Lilac Lane
19. Abel Talurn
26. E. X. Tinguisher
6. Bee Thaboss
21. Gray Trumes
3. May Dash

Spruce Street
25. Anne Teerize
30. Han Deszkash
2. Cropper Haythorn
16. Sparky Shield
14. Val Unteer

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DIVISION
3, 4

THEME
Citizenship

Well-being

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO3, GO4, GO5
Senior High – GO1, GO3, GO4, GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

MEET YOUR NEIGHBOURS!

Introduction

- The community is bidding to host a major event.
- The class clarifies that people play a variety of roles within the community and therefore hold differing positions on issues that need to be resolved.
- The students form "Community Groups" (see "Taking a Role" lesson on page 7).

Learning Activities

- Each group will organize an oral presentation to inform the class of each group member's role and position on the issue.
- Presentations can take any form the students wish; e.g., direct presentation of information to the class, a mini skit in which the characters meet each other on the street and introductions are made to each other, a song, a cheer.
- Presentations must include the following for each character:
  1. an introduction of personal information; e.g., name, age, occupation, family details.
  2. a description of community involvement; e.g., library volunteer
  3. a summary of personal interests and hobbies; e.g., reading
  4. a clarification of each character's position on the issue and reasons for the position
  5. equal speaking among group members.
- Presentations can be enhanced with props or costumes.
- The groups rehearse their presentations, focusing on eye contact, voice level and clarity, and understanding of their audience, and then present to the class.

Closure

- The class summarizes the diversity of roles and positions people can have within a community.
- The class discusses the importance of recognizing and accepting diverse opinions and views.

Assessment Suggestions

- Before creating the presentations, teachers should make the students aware of the specific criteria to be met; e.g., length, use of props, script requirement.
- Role Play Rubric, Self Evaluation Rating Scale, and Group Work Rating Scale are included on pages 51, 55, 56.

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Materials, Resources, Equipment

- The students may wish to bring their own costumes, or teachers may provide access to a prop room.
- If using this as a stand-alone lesson, character cards from "Taking a Role" lesson on page 7 are necessary and teachers must determine the major event.

Continuing Lesson Suggestions

- See "Coffee Shop Talk" lesson on page 14
- Teacher may host a talk show on which the community group members will appear, clarifying their characters, positions or other considerations.

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DIVISION
3, 4

THEME
Global Friendship

Citizenship

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO2, GO3, GO4, GO5
Senior High – GO1, GO2, GO3, GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

COFFEE SHOP TALK

Introduction

- The teacher reminds the students of the scenario: Your community plans to submit a bid to host a major upcoming event.
- The class refers back to the character sketches and presentations and the students reintroduce themselves to the class by "Community Group."

Learning Activities

- The class is divided into groups of three or four, ensuring that there is no more than one member from a particular "Community Group" in any given small group.
- Each group randomly selects one issue from the "Coffee Shop Talk Issues" list provided. These are intended to provide the students with a perspective on some of the issues faced by communities.
- The students plan a small skit or role play to take place in a local coffee shop scenario. The students should present from the point of view of the characters they have created and developed in "Taking a Role" and "Meet Your Neighbors."
- The students present their role plays to the class.
- The class debriefs after each skit, identifying the controversial issue and the opinions held by each character.

Closure

- The students identify what types of factors influence people to form certain opinions on controversial issues; e.g., values—personal, peer groups, family, religious, cultural, media.

Assessment Suggestions

- Role Play Rubric is on page 51.
- The teacher may observe student participation in the small group setting and in class discussion.

Materials, Resources, Equipment

- Copies of "Community Issues" enough to allow for one issue per group.

Continuing Lesson Suggestions

- See "Taking a Stand!" lesson on page 16.
- The students may write a journal about their own values, and identify the sources of those values.
- The students may make a "Values Poster" outlining their own values and the sources of those values.

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COFFEE SHOP TALK

Community Issues

1. Your community would like to build an indoor pool because the only pool now is outdoors and only open in good weather in the summer. This will result in an increase in property taxes.

2. Your community has a public transportation system that was designed twenty-five years ago. The community has developed differently than anticipated, and the recently developed areas are in dire need of improved public transportation access. A massive system upgrade such as this will affect local taxes.

3. A local property developer has put forth a proposal for a new residential development on the perimeter of your community in an area that is currently forested park land.

4. Your town or city council has to make a decision on a recycling policy. Currently, there is no official program in place. A user-friendly recycling system will result in an increase in property taxes for homes within the community.

5. The word around town is that there will soon be a new local casino. Some citizens are concerned because the casino will be very close to a residential area which contains several schools.

6. Your community currently has one arena which is heavily booked throughout the year for a variety of events and activities. Due to continuous scheduling conflicts, the Arena Facility Manager has had to make decisions about the programs that will be accommodated in the arena. As a result, the two local ringette teams no longer have ice time. Many people are upset about this decision.

7. Due to the high cost of maintaining a library with current resources, several libraries in surrounding communities are considering amalgamating into one centralized library. The proposed new library that would serve your community and several others in the surrounding area is a thirty-minute drive from your community.

8. A foreign developer has put forth a proposal to open a pulp and paper mill near your community.

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DIVISION
3, 4

THEME
Citizenship

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO3, GO4, GO5
Senior High – GO1, GO2, GO3, GO4, GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

TAKING A STAND

Introduction

- There is the possibility that the community will be hosting a major event.
- The class discusses:
  1. issues which could arise when hosting such an event.
  2. pros and cons of hosting such an event.
  3. ways in which people can express their opinions regarding the community hosting an event; e.g., writing a letter to the editor, phoning an M.L.A. or city councilor.
  4. which methods would be most effective for various reasons.

Learning Activities

- Assuming the roles of the characters in the "Taking a Role" lesson, the students will write letters to the editor of the local newspaper expressing their opinions on whether or not their community should host the major event.
- Using the "You Have Something to Say?" page as a handout or overhead, the class discusses the characteristics of a letter to the editor.
- The class reviews samples of letters to the editor; e.g., from the local newspaper or a periodical, and evaluates their characteristics.
- The teacher reviews the "I Have Something to Say!" assignment sheet.
- The students individually brainstorm arguments that will support their position; e.g., use thought webs, mind maps, lists, charts.
- The students form pairs or groups of three to peer conference their initial ideas.
- Each student writes a rough draft of the body of the letter and peer conferences again for suggestions and feedback.
- The teacher can decide on the focus of each peer conference; e.g., the students could be asked to focus on the strength of arguments, appropriate diction, or effectiveness of organization.
- The students individually revise/edit.
- The teacher reviews envelope and standard letter formats; e.g., block, modified block or semiblock, using samples provided with the "You Have Something to Say?" page.
- The students write a final copy and peer conference once more for proofreading.
- The students fill in the "How Did I Do?" metacognition page.

Closure

- The class discusses issues for which they could write real letters to the editor.

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Assessment Suggestions

- Before writing, teachers should make the students aware of the criteria to be met; e.g., length, letter format, grammatical considerations.
- Writing Rubric is on page 52.
- For increased metacognition, the students can make up their own checklists after reviewing samples of letters to the editor and these could be used instead of the "How Did I Do?" page.

Materials, Resources, Equipment

- Copies of "I Have Something to Say", page 19 and "How Did I Do?", page 20 and an overhead of "You Have Something to Say?" sheet, page 18.
- Newspapers or magazine editorial sections.
- Refer to: Aker, Don and Hodgkinson, David. *Language and Writing 9*. Canada: ITP Nelson, 1999.
- If teachers are using this as a stand-alone lesson, they must determine the major event and use the character cards from the "Taking a Role" lesson.

Continuing Lesson Suggestions

- See "Town Meeting" lesson on page 21.
- The students may write a real letter to the editor on an issue about which they hold strong views.
- The letters may be used as the basis of short, persuasive speeches.

TAKING A STAND

You Have Something to Say? Write a Letter to the Editor!

WHAT IS A LETTER TO THE EDITOR?

- a piece of writing used to correct, persuade, question, criticize or express concerns, opinions or appreciation

WHAT DOES IT SAY?

- begins by identifying an issue and expressing an opinion
- provides detailed arguments to support the opinion being expressed
- is organized effectively, usually with strongest argument at the end
- ends with a question, suggestion of steps to be taken, summary of main arguments or proposal of solutions

HOW DOES IT SOUND?

- formal!!! Remember that this writing potentially will have a large audience!
- tone could vary. For example, you could be humorous, serious, sarcastic or sympathetic

HOW DOES IT LOOK?

Block Format **Modified Block Format** **Semiblock Format**

Envelope

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STUDENT ACTIVITY

TAKING A STAND

I Have Something to Say!!!

You are part of a community which has submitted a bid to host a major event. What a controversy!

"Should we host?"

"How will this town manage?"

"It would be great!"

"Do we have enough resources?"

"Are you kidding?"

"I don't have time to help!"

You have your own position on the issue and feel that you need to make a statement. After much thought about the action you could take, you decide to write a letter to the editor of your local newspaper.

ASSIGNMENT:

Write a clear, correctly formatted letter to the editor stating your position on the issue of whether or not your town should host the major event.

You are not writing as yourself! You are writing as your character and so must take on the position of your character!*

All steps in the writing process must be included:

a) prewriting (brainstorming and planning)
b) rough draft
d) editing/revising
e) final copy with proofreading done
f) self reflection "How Did I Do?" sheet

NEED HELP? DO NOT PANIC!

Some assistance will come from:

a) notes on letters to the editor
b) samples of letters to the editor
c) peer conferencing
d) your writers' references
e) your teacher

EVALUATION

The criteria for the letter will be reviewed before you write your letter.

TAKING A STAND

How Did I Do?

Metacognition Sheet

1. My position or opinion is

2. Three of my strongest arguments for my position or opinion are

3. My arguments are convincing because

4. I chose to organize my letter in this way because

5. My organization is effective because

6. I ended my letter with

7. My letter's tone is

8. Three of my strongest word choices include

9. One way in which I could improve my letter is

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DIVISION
3, 4

THEME
Citizenship

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO3, GO4, go5
Senior High – GO1, GO2, GO3GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

TOWN MEETING

Introduction

- A town meeting is being held to discuss the issue of the community hosting a major event.
- The class discusses:
  - rights and responsibilities of citizens with regard to community issues
  - ways people can express differing opinions
  - ways of resolving differences.

Learning Activities

- The teacher may act as the meeting chairperson or have the mayor lead the proceedings.
- The students may attend the meeting in character. See "Taking a Role".
- The teacher should decide ahead of time how formal the meeting will be, and how the issue will be resolved. Will it be voted on by the town/city council? Will the town/city hold a referendum or plebiscite to determine community opinion on the issue?
- Possible Formats for Town Meeting include:
  - teaching the students formal procedure using "Robert's Rules of Order". Available at <http://constitution.org>
  - having the students sign up ahead of time on a "Town Meeting Agenda"
  - using a formal debate format
  - pulling students' names out of a hat to ensure every student speaks
- The students actively listen, ask questions, and challenge alternative positions and to use critical thinking skills.

Closure

- The meeting concludes with a decision brought about by a vote of some sort.
- NOTE: These lessons have been structured to result in a vote in favor of bidding to host the major event.
- Teachers may allow the students the opportunity to vote from their own points of view after the meeting in character has concluded. This will allow the students to assert their true opinions, helping them to see that the decision to pursue the bid is the best option.
- The teacher may announce at the end of the lesson that the bid was put forward and the privilege of hosting the major event has been granted to their town.

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Assessment Suggestions

- The teacher should outline expectations for student behaviour during the meeting.
- Student participation (listening and contributing to the discussion) may be evaluated by the teacher.
- Self-Evaluation Rating Scale is on page 55.

Materials, Resources, Equipment

- "Role Cards" if not previously used. See "Taking a Role" lesson on page 7.
- Make and post a "Town Meeting Agenda" so the students may sign up ahead of time if necessary.
- Organize desks or set up tables for the town councilors at the front of the room.
- Seat other students in a way that is conducive to on-task participation.

Continuing Lesson Suggestions

- See "Time to Plan" lesson on page 23.
- Formal debates in smaller groups may be planned using community issues introduced in "Coffee Shop Talk" lesson or other controversial issues.

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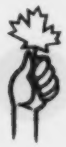
DIVISION
3, 4

THEME
Citizenship



CURRICULUM LINKS

Language Arts
Junior High – GO1, GO2, GO3, GO4, GO5
Senior High – GO1, GO3, GO4, GO5

Social Studies
SS 13 – Citizenship in Canada

TIME TO PLAN

Introduction

- The community is hosting a major event and each student is now part of the volunteer committee dedicated to making the event a success.
- The class discusses the significant role of volunteers in community events.
- Individual students share volunteer experiences with the class.
- The committee is now meeting to decide on the steps to take to begin planning the event; e.g., What has to be done? What has to be organized? What has to be created? What has to be gathered?

Learning Activities

- Groups will brainstorm and prioritize areas which need to be addressed when hosting a major event.
- The students form groups of three. A *recorder* writes the group's ideas down, a *checker* sees that everyone understands the task and explains the results, and an *encourager* sees that everyone is on task, gives positive feedback and reports what the group did well in completing the task.
- The groups create large webs and then prioritize the web ideas, creating a list of the most to the least crucial areas to be addressed.
- The groups present the top three priority areas to the class. The *checker* explains the group's results, the *encourager* reports on what the group did well, and *all group members* answer questions.
- As the groups present, the teacher records a master list on the board which the class then prioritizes, discussing which areas are most crucial.
- Possible ideas include: transportation, accommodations, facilities, opening and closing ceremonies, *event promotions, sponsorship and tourism.*
- If teachers are using subsequent lessons, they should have the students include the last three areas.

Closure

- The class discusses:
  - roles played by volunteers
  - necessity for strong organization and cooperation.

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Assessment Suggestions

- The teacher may observe, record and evaluate student participation, attitude and behaviour.
- Self Evaluation Rating Scale and Group Work Rating Scale on pages 55 and 56.

Materials, Resources, Equipment

- Large newsprint paper and felt pens for webbing for each group.
- If teachers are using this as a stand-alone lesson, they must determine the major event.

Continuing Lesson Suggestions

- See "Finding Funding" lesson on page 25.
- The students may write a journal entry expressing whether they would or would not enjoy volunteering for a specific area of a major event and why.
- The students may write a cover letter to apply for a volunteer position within a specific area of the major event.

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DIVISION
2, 3, 4

THEME
Citizenship

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO2, GO3, GO4, GO5
Senior High – GO1, GO3, GO4, GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

FINDING FUNDING

Introduction

- The community is hosting a major event; e.g., 8th IAAF World Championships in Athletics or Regional Science Fair and all the students are volunteers on the organizing committee.
- The class reviews the major areas which need to be addressed when hosting a major event. See "Time to Plan" lesson.
- The class brainstorms a large list of potential sponsors for the major event; e.g., local grocery store, greenhouse, major refreshment company.
- The class discusses suitable methods by which volunteers may approach potential sponsors; e.g., letters, personal contact, flyers, media requests. Discuss which approaches will work best.

Learning Activities

- Students form pairs with one student role playing the potential sponsor and one student role playing the volunteer seeking sponsorship.
- The pairs will create a scene in which the community volunteer approaches a potential sponsor.
- The class discusses the considerations which must be made when making personal contact with a potential sponsor; e.g.,
  - attitude and tone
  - diction (word choice)
  - body language
  - appearance/presentation
  - anticipation of questions which will arise
  - information which must be provided
  - supporting documents/statistics
  - appeal to potential financial gains
  - appeal to sense of community responsibility/pride
- A scene is created with the outcome of the interaction to be determined by the pair; e.g., the sponsor agrees, disagrees, gets upset, needs time to think.
- Props and/or costuming could be encouraged to enhance the scene; e.g., briefcase, files.
- The pairs rehearse and perform the scenes.

Closure

- The class discusses how community cohesion, spirit and pride can be increased and enhanced by sponsorship; e.g., In what ways would a major refreshment company sponsor bring enthusiasm, spirit, and pride to a community hosting a major event?

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Assessment Suggestions

- Before creating the scene, teachers should make the students aware of the specific criteria to be met; e.g., length, number of times each character speaks, prop considerations, stage set-up.
- Role Play Rubric, Self Evaluation Rating Scale and Group Work Rating Scale on pages 51, 55 and 56.

Materials, Resources, Equipment

- The students may wish to bring in their own costumes and/or props or teachers may provide access to a prop room.
- If teachers are using this as a stand-alone lesson, they must determine the major event.

Continuing Lesson Suggestions

- See "Proud Sponsors" lesson on page 27.
- The students may create sponsorship appeals in other forms; e.g., letters, flyers, advertisements.

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DIVISION
3, 4

THEME
Citizenship

CURRICULUM LINKS
Language Arts
Junior High – GO1, GO2, GO3, GO4, GO5
Senior High – GO1, GO2, GO3, GO4, GO5

PROUD SPONSORS!

Introduction

- Students discuss why sponsors are motivated to become involved in major community events.
- The students discuss the responsibility held by event organizers to balance the need to secure financing through sponsorship with the need to select sponsors whose association with the event will be positive; e.g., tobacco company sponsorship of athletic events.

Learning Activities

- The teacher presents or reviews various media techniques used by advertisers to promote products and ideas.
- The students bring in several samples of print ads to generate discussion.
- The scenario is reiterated: The community is planning to host an upcoming major event.
- As volunteers, students create a print advertisement for a company that has agreed to sponsor the event the community is hosting.
- The product or idea students choose to promote must represent the values associated with the event and the community. There must be an obvious event-sponsor match.
- In addition to choosing an appropriate product, the students must clearly include a reference to the company's generous sponsorship of the major event.
- Students have a choice to create an original product or to employ an original brand name with innovative features. They should not simply create a new ad for an existing product.

Closure

- The class discusses the impact advertising has on spectators and participants at major events.

Assessment Suggestions

- The teacher should outline specific criteria and guidelines for the print advertisement; e.g., use of colour, layout, size and style of paper, whether computer use is encouraged or allowed.
- Representation Rubric for marking the print advertisement is on page 53.

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Materials, Resources, Equipment

- Magazines or newspapers to use as examples of print advertisements.
- Overhead transparency or class set of "Print Advertising Project and Outline."
- Possible source for information on advertising and media techniques.
  Don Aker and David Hodgkinson, *Language & Writing 9* (Canada: ITP Nelson, 1999).

Continuing Lesson Suggestions

- See "Media Frenzy!" lesson on page 30.
- The class may have further discussion of the impact of advertising; e.g., Should advertising be allowed in schools? How does advertising affect people of varying ages? This may develop into a persuasive writing activity.

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STUDENT ACTIVITY

PROUD SPONSORS!

Print Advertising Project and Outline

An effective advertisement has 5 major components:

1. A *headline* that draws attention; e.g., slogan, statement.
2. A *photo* or *picture* that draws attention. A caption is required if the product name is not visible.
3. *Text* that *describes* the product's advantages and uses (no more than five regular length lines).
4. *Price*. This does not need to be directly stated, but some indication of the value of the product should be made.
5. *Text* which tells the customer what to do next, or where to purchase the product.
   - Be sure to include an indication of the sponsorship of the upcoming major event in your community.

Considerations

- target audience
- emotion(s) you are trying to evoke
- colour and combinations of colour
- layout/design
- fonts (size, style)
- advertising strategies being used

Create your advertisement and hand it in with an OUTLINE which includes the following:

A. The product name and a description.
B. Your target audience/market. Explain.
C. The desired effects you intend to have on the viewers of your ad.
D. At least two advertising strategies which are present in your ad and how they are used.

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DIVISION
3, 4

THEME
Global Friendship

Citizenship

Well-being

CURRICULUM LINKS
Language Arts
Junior High – GO1, GO2, GO3, GO4, GO5
Senior High – GO1, GO2, GO3, GO4, GO5

MEDIA FRENZY!

Introduction

- The class discusses television advertisements they have seen and remember.
- What factors make an advertisement memorable? e.g., originality, creativity, use of jingles or sound, celebrity associations, repetition, humor and even annoying factors.

Learning Activities

- If the class has not already selected a major event the community is planning to host (see "To Bid or Not to Bid..."), this should be done as a class before this assignment is outlined.
- The teacher presents or reviews the components of a television advertisement. The list may include:
  - product being advertised
  - intended audience
  - advertising strategies
  - words, slogans or jingles used
  - camera techniques
  - use of voice
  - music/sound effects
  - intended effect on viewers
- The class is divided into groups of two or three.
- The task is to come up with the most creative and enticing television advertisement for the upcoming major event being hosted by the community.
- The groups present their commercials to class.

Closure

- Small groups discuss and record their reflections on this activity: What was challenging? What was rewarding? What would you change?
- The groups present their reflections to the class.
- The class discusses elements common to all groups.

Assessment Suggestions

- The teacher should outline criteria and guidelines for the television commercial; e.g., length, amount of participation expected for each group member, prop and costume use, whether the commercial will be presented or videotaped, whether written script will be handed in.
- Role Play Rubric on page 51.
- The teacher may make the activity a "Commercial Challenge" and offer a reward or prize to the group that produces the best commercial.
- The students may serve as "judges" for the "Commercial Challenge," contributing their top choices and justifications for the most effective commercial.

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Materials, Resources, Equipment

- Access to video camera and videotapes if taping is required.

Continuing Lesson Suggestions

- See "Tour our Town!" lesson on page 32.
- The teacher may plan a "Media Frenzy!" field trip to a newspaper office, a television station and/or a radio station. Compare and contrast the various forms of media, and the career opportunities in media-related fields.
- Students may research and report on a media-related career.

DIVISION
3, 4

THEME
Global Friendship

Citizenship

Well-being

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO2, GO3, GO4, GO5
Senior High – GO1, GO3, GO4, GO5

Social Studies
S.S. 6 – Local Government
S.S. 13 – Citizenship in Canada

TOUR OUR TOWN!

Introduction

- The community is now hosting a major event and part of the organizing committee's responsibility involves promoting the town itself.
- Each student makes a quick list of methods by which a town could promote itself; e.g., TV/radio advertisements, newspaper stories/advertisements, billboards/signs, pamphlets, brochures.
- The teacher makes a master list on the board of each student's top two methods.
- The teacher should have the students include the last method; e.g., brochures.
- For each method mentioned, the class discusses positive and negative aspects; e.g.,

Method of Promotion	**Positive Aspect**	**Negative Aspect**
TV advertisement	wide audience	costly

Learning Activities

- Students will construct a brochure promoting their community which is hosting a major event.
- The teacher shares samples of brochures (available at local travel agencies or information locations).
- The class brainstorms the features of a brochure. Examples can include:
  - layout
  - information included
  - diction (word choice)
  - graphics
  - logos/symbols
  - organization
  - phrasing
  - slogan
  - colour choices
  - mascots
- The students form pairs and construct a rough plan of their brochure.
- The pairs conference with another pair for feedback on the rough plan.
- The pairs construct the final draft of their brochure, making sure that it is proofread.
- The pairs complete the "Reflection on Our Brochure" metacognition sheet on page 34.

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Closure

- The class discusses situations in which information in brochures may be exaggerated or misleading.
- The brochures can be posted around the room as a display.

Assessment Suggestions

- Before the construction of the brochures teachers should make the students aware of the specific criteria they wish to have met; e.g., paper size, materials used, extent of computer use, required features and content.
- The "Reflection on Our Brochure" page may be used for evaluation.
- Representation Rubric, Self Evaluation Rating Scale and Group Work Rating Scale are on pages 53, 55 and 56.

Materials, Resources, Equipment

- "Reflection on Our Brochure" page 34.
- Samples of brochures; e.g., from local travel agencies.
- Supplies for brochures; e.g., paper, scissors, felts, etc.
- If teachers are using this as a stand-alone lesson, they must determine the major event.

Continuing Lesson Suggestions

- See "What If...?" lesson on page 35.
- Students can create supplementary projects promoting their community; e.g., a billboard poster, a 3-D mascot, a radio advertisement.
- Students can find samples of brochures that may contain exaggerated or misleading information.
- Students' "hand-created" brochures can become "computer-generated" brochures.

REFLECTION ON OUR BROCHURE

1. The organization of the brochure is effective because...

2. The organization of the brochure could be made better by...

3. The brochure is attention grabbing because...

4. One area where the brochure could be more attention grabbing is...

5. The most important items of information on the pamphlet are...

6. Two items of information which should have been included but were not are...

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DIVISION
3, 4

THEME
Well-being

WHAT IF ...?

Introduction

- The teacher opens the lesson with an announcement to the class. Possibilities include:
  "I know how hard you have been working, and because I'm so pleased with your performance lately, I have decided that I'm going to treat you today ...(to a trip to a nearby store, to a class pizza party, to my favorite homemade cookies)."
- The teacher allows the students to respond positively to the idea, and then leads them into one of the two following scenarios:
  1. Arrange to phone the principal or the office at this point to verify permission, or have a colleague arrive with a message from the office that the activity has not been approved because there is no educational value in the activity or because appropriate paperwork was not completed prior to the activity.
  2. Change your mind suddenly for a very fickle reason; e.g., I have a sore toenail, I've eaten pizza twice this month already, I'm worried about food allergies.
- The teacher allows the students to express disappointment, and has them identify the emotions they were and are now experiencing; e.g., excitement, gratitude, anger, disappointment.
- The students are then informed that the scenario was imaginary and was created to remind them of the emotion of disappointment.
- At this point, the teacher may want to encourage the class with an incentive so that the students do not remain focused on the hypothetical scenario.

CURRICULUM LINKS
Language Arts
Junior High – GO1, GO3, GO4, GO5
Senior High – GO1, GO2, GO3, GO4, GO5

Learning Activities

- The teacher reiterates that the community is hosting a major event in the near future. Promotions and preparation are in the final stages.
- The class brainstorms the potential obstacles that could prevent event participants from attending the event.
- The list may include some of the following ideas:
  - a natural disaster; e.g., tornado, volcano, earthquake, hurricane, could affect event participants from a particular area
  - a strike could interfere with participants' and spectators' travel plans
  - a political dispute could result in certain groups boycotting the event
  - a funding shortage could unexpectedly keep participants from attending
  - in an athletic event, drug testing could ban a participant from attendance
- The class writes in their journals or completes a personal response about a time when they experienced disappointment because of plans that fell through or because of an obstacle that prevented them from achieving an important goal.

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Closure

- The teacher chooses an interfering scenario that is appropriate to the type and nature of the event being hypothetically planned by the students.
- A telegram, outlining one of the suggested scenarios, arrives at the end of class.

Assessment Suggestions

- The teacher should set criteria and guidelines for personal written response; e.g., length, format, style (journal or formal), quality.
- Writing Rubric is included at the end of this section.
- Student participation in class discussion may be observed and recorded.

Materials, Resources, Equipment

- Prearrange details of the lesson introduction with a colleague or administration.
- Prearrange the telegram's contents and arrival near the end of class.

Continuing Lesson Suggestions

- See "The Inside Scoop" lesson on page 37.

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DIVISION
3, 4

THEME
Global Friendship

Citizenship

CURRICULUM LINKS
Language Arts
Junior High – GO1, GO2, GO3, GO5
Senior High – GO1, GO4, GO5

THE INSIDE SCOOP

Introduction

- The community is hosting a major event and, unfortunately, an unexpected obstacle has arisen which has prevented some participants from attending the event. See obstacle suggestions in "What If ..." lesson on page 35.
- The class discusses *who* could be affected by the unexpected obstacle (e.g., event participants who are no longer attending the event, remaining participants, organizers, community members, spectators, sponsors, local merchants) and *how*.

Learning Activities

- In pairs, the students will develop a role play in which a reporter interviews an affected individual of their choice.
- The scenes should communicate significant effects experienced by an affected individual.
- The scenes are created, rehearsed and then presented to the class.
- Props and costuming could be encouraged to enhance the scene; e.g., microphones, cameras.
- After each scene is performed, the class will identify the affected individual and the impact the obstacle has had on that individual.

Closure

- In small groups, the students brainstorm, on chart paper, five realistic solutions to the obstacle.
- These solutions are then presented to the class and discussed.

Assessment Suggestions

- Before the scene creation, teachers should make the students aware of the specific criteria to be met; e.g., length, amount of participation from each student, props and costume requirements, written script submitted or not.
- Role Play Rubric, Self Evaluation Rating Scale and Group Work Rating Scale are included at the end of this section on pages 51, 55 and 56.

Materials, Resources, Equipment

- Students may wish to bring in their own costumes and/or props or teachers may provide access to a prop room.
- If teachers are using this as a stand-alone lesson, they must determine the event and the obstacle; e.g., 8th IAAF World Championships in Athletics—a team's government has forced the athletes to boycott—or Regional Science Fair—a funding shortage has prevented a school from attending.

Continuing Lesson Suggestions

- See "Headline News" lesson on page 38.
- The class may summarize media interviewing techniques.
- Students may watch local TV news stations and evaluate the effectiveness of media interviewing techniques.

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DIVISION
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THEME
Global Friendship

Citizenship

CURRICULUM LINKS
Language Arts
Junior High – GO1, GO2, GO4
Senior High – GO1, GO2, GO4, GO5

HEADLINE NEWS!

Introduction

- The community is hosting a major event and an unforeseen obstacle has occurred which has affected everyone (see "What If ..." lesson).
- The class brainstorms information that they would want to know about the obstacle.
- The teacher lists the questions on the board as the students state them.
- The students categorize the questions according to the 5 W's of news articles; e.g., who, what, where, when, why/how.

Learning Activities

- The students will become the news writers, responsible for the leading news article about the obstacle which has affected the major event being hosted in the community.
- The students brainstorm characteristics of news writers. For example, news writers inform the public, are fair, do not express opinions, and use accurate information.
- Using the "Ideas—Headline News!" page, the students develop ideas for their articles and then peer conference.
- The class reviews lead writing and the inverted pyramid for news articles using the "Structure of a News Article" page.
- Using the "Planning—Headline News" page, the students organize their ideas and then peer conference.
- The teacher may review the proper use of quotation marks and incorporation of quotations.
- The students write the rough drafts of their articles and then peer conference.
- The students take notes on creating a headline and then create their own.
  A headline:
  - is a title
  - is catchy
  - has a subject and verb
  - has capitalization of all important words
  - is a brief summary of the news article
  - does not have punctuation at its end
  - contains vivid diction (word choice)
- The students take notes on subheads, bylines and datelines.
  - Subhead—small headline which gives more information about the story
  - Byline—tells who wrote the story
  - Dateline—tells where the story happened
- The students create their final copies and have them proofread.

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Closure

- The teacher explains the concept of news-worthiness to the class. For example:
  - timeliness—the event is happening right now
  - proximity—the event is occurring near the reader
  - uniqueness—the event is unusual
  - suspense—the event has an unknown outcome
  - emotion—the event elicits strong feelings in readers
  - impact—the event affects many readers
  - significance—the event is important to readers' lives
  - conflict—the event results in opposing views and actions
  - prominence—the event affects/involves a well-known person or people
  - progress—the event shows or affects medical or scientific advances
- In groups, the students evaluate each other's articles for news-worthiness and fit them into categories.

Assessment Suggestions

- Before the students write articles, teachers should make them aware of the specific criteria to be met; e.g., length, use of quotations, inclusion of graphics, grammatical considerations, headline, byline, dateline.
- Teacher may assess participation within peer conferencing; e.g., on task, time well used.
- Planning and idea pages may be assessed.
- Writing Rubric is included on page 52.

Materials, Resources, Equipment

- Copies of "Ideas—Headline News", and "Planning—Headline News" pages and overhead of "Structure of a News Article" page.
- If teachers are using this as a stand-alone lesson, they must determine the event and the obstacle; e.g., 8th IAAF World Championships in Athletics—a team's government has forced the athletes to boycott or Regional Science Fair—a funding shortage has prevented a school from attending.

Continuing Lesson Suggestions

- See "Extra!! Extra!!" lesson on page 46.
- Students may write news articles on major events occurring within the school.

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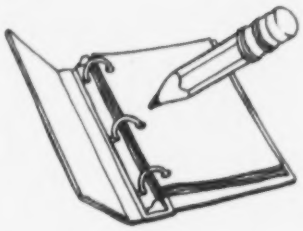
IDEAS - HEADLINE NEWS

Sitting at your desk at the local newspaper, you yawn, stretch and throw another paper basketball into the garbage can. IF ONLY there were something to write about! You look around the office and realize that everyone except for you is out getting the scoop on the major event soon to be hosted in your community. You were left to hold down the fort. *Great.*



Suddenly your phone jangles off the hook. An unforeseen dilemma! People upset! Words flying! This is your chance! You grab your pen and paper and rush out the door.

Use this form to make notes for your news article about the obstacle affecting the major event being hosted in your community.

Notes for: Date:

Who:

What:

Where:

When:

Why:

How:

Details:

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HEADLINE NEWS

Structure of a News Article

1 Article should have a **LEAD SENTENCE** that:
- is strong and interesting to encourage readers to read further
- contains as many of the 5 W's and HOW as possible in the article
- makes a point in as few words as possible without missing essential information
- blends smoothly with the rest of the lead paragraph

2. **LEAD PARAGRAPH** should:
- add the next most significant fact after the lead OR provide more details about a fact in the lead
- include the 5 W's and HOW with specific details

3. **FOLLOWING PARAGRAPHS** should:
- contain only one main idea and supporting details
- be connected together; e.g., use key words, refer to facts from previous paragraphs

The Inverted Pyramid

Your news article can be seen as an upside-down triangle with the most significant information at the top and each following paragraph telling less significant facts. Keep this in mind when organizing your article!

LEAD PARAGRAPH

Rest of most significant information

Next to most significant information

Least significant information

Plus a call to action—What do you want your readers to do?

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PLANNING - HEADLINE NEWS

1. **LEAD PARAGRAPH**:
   Lead Sentence: _____
   Details (Most significant):

2. **SECOND PARAGRAPH**:
   Topic Sentence: _____
   Details (Rest of most significant):

3. **THIRD PARAGRAPH**:
   Topic Sentence: _____
   Details (Next to most significant):

4. **FOURTH PARAGRAPH**:
   Topic Sentence: _____
   Details (Least significant):

- Reminders for Transitions:

- Reminders for Key Words

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DIVISION
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THEME
Citizenship

CURRICULUM LINKS

Language Arts
Junior High – GO1, GO2, GO3, GO5
Senior High – GO1, GO2, GO3, GO4, GO5

Social Studies
SS 6 – Local Government
SS 13 – Citizenship in Canada

NEWSPAPER SCAVENGER HUNT

Introduction

- The class is reminded that the community is hosting a major event in the near future and that newspaper coverage of such an event will be a certainty.
- Question: If a major sporting event is being held, will coverage only be in the sports section of the newspaper? What other aspects of the event may be covered? e.g., community involvement, local interest items, statistics, retail sales and promotions.
- The class brainstorms all the different sections of and terms related to a newspaper; e.g., headline, text, graphics, index, photos, classified ads, feature stories, editorials, sports, captions, advertisements.
- The teacher may use a sample newspaper to trigger student answers.

Learning Activities

- The teacher explains the expectations and guidelines for the "Newspaper Scavenger Hunt."
- The students work in pairs to find all of the items, and to label and to paste them onto their poster paper.
- A class competition may be initiated with an incentive for the fastest groups, the groups with the most acceptable or creative matches, or the groups whose poster layout is most logical or appealing.
- The teacher may revise or adapt the list to include or exclude certain items, depending on the length of the lesson, the level of the students and the newspaper(s) being used.

Closure

- Adequate time for clean up and recycling should be provided.
- The class discusses the volume of information contained within a single edition of a newspaper.
- The class discusses the strategies students used to locate the various items; e.g., index, thematic sections, browsing, scanning.

Assessment Suggestions

- The teacher may time the activity to see which group finds, cuts, labels and pastes the most items in a given time frame.
- The teacher may have the students work until the first five teams have completely finished, and then move into clean up and discussion.
- The teacher may observe and record student use of class time and group cooperation skills.
- Group Work Rating Scale is on page 56.

Materials, Resources, Equipment

- Photocopied lists of scavenger hunt items for each group.
- At least one full newspaper for each group.
- Scissors, glue, poster paper and a marker for each group.

Continuing Lesson Suggestions

- See "Extra!! Extra!!" lesson on page 46.
- The students may create their own newspaper scavenger hunt lists and exchange with other groups.
- Writing techniques such as critiquing, summarizing and paraphrasing may be introduced and practiced using newspaper articles.

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STUDENT ACTIVITY

NEWSPAPER SCAVENGER HUNT LIST

Locate and cut the following items from your newspaper. Then paste and label them on your poster paper. Use this sheet as a checklist.

- ☐ 1. the names of four different countries
- ☐ 2. the name of the newspaper and the issue date
- ☐ 3. the forecast for the temperature for the following day
- ☐ 4. a copy of an editorial and a letter to the editor
- ☐ 5. a promotional advertisement or article about an upcoming event
- ☐ 6. the names of four different cities
- ☐ 7. a reference to volunteering (text or photo with caption)
- ☐ 8. a cartoon with a reference to sports
- ☐ 9. the name of the newspaper publisher
- ☐ 10. an artistic event or activity
- ☐ 11. the prices of three products
- ☐ 12. a job posting for a person in the tourism industry
- ☐ 13. an article, headline or photo and caption about a strike or demonstration
- ☐ 14. an article that includes an interview
- ☐ 15. an article referring to a world class event or competition
- ☐ 16. the names of three different types of animals
- ☐ 17. a 1994 car for sale
- ☐ 18. a sample of a travel agency airfare
- ☐ 19. an ad for a product or idea that is sponsoring an upcoming event
- ☐ 20. a competition and score
- ☐ 21. picture of an athlete completing a run, jump or throw activity
- ☐ 22. TV or radio station advertisement
- ☐ 23. headline regarding a natural disaster (e.g., monsoon, earthquake)
- ☐ 24. an advertisement or listing for a car rental agency
- ☐ 25. an advice column
- ☐ 26. the name or picture of a bird
- ☐ 27. the flags of four different countries or provinces
- ☐ 28. a headline or article referring to political disagreements between countries
- ☐ 29. the description and price of a house listed for sale

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THEME
Global Friendship

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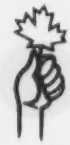

Well-being

CURRICULUM LINKS
Language Arts
Junior High – GO1, GO2, GO3, GO4, GO5
Senior High – GO1, GO3, GO4, GO5

EXTRA!! EXTRA!!

Introduction

- The community has planned, and is now hosting, a major event.
- The class discusses the roles and responsibilities of media in communicating information about the major event; e.g., How accurate do facts have to be? What will receive major/minor coverage? How much privacy should be given to those associated with the event? How much advertising associated with the event should be included?

Learning Activities

- In groups of three, the students will create a newspaper edition which relates entirely to the major event.
- The class brainstorms the different components found within a newspaper; e.g., editorials, major news articles, advertisements, feature stories, classified ads, sports articles, photos, entertainment articles, weather, TV/movie listings.
- The groups plan and organize their newspaper using the "Newspaper Planning Page."
- The students provide a rough sketch of each page before proceeding to the drafting of the newspaper's content.
- Once decisions are made, the students begin the creation of the newspaper's content.
- The groups may include the letter to the editor, sponsor's advertisement and major news article which have been created already! If they decide to do this, they will have to choose the group's best.
- The teacher reminds the students that the focus of the newspaper should be the major event
- While production is occurring, the groups periodically report to the class about the status of their newspaper, answering questions about content, layout decisions or other factors.
- Revising/editing, proofreading and peer conferencing should be incorporated into the production time.
- The groups fill in the "Looking at Our Newspaper" metacognition sheet.

Closure

- Each group presents its newspaper and its "Looking at Our Newspaper" sheet.

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Assessment Suggestions

- Before production, teachers should make the students aware of the specific criteria to be met; e.g., size of newspaper, number of written articles, graphics, cartoons, advertisements, method of construction (computer vs. hand), grammatical considerations, number of pages/sections, specific areas which must be included, use of previous assignments.
- As groups are working, reporting to the class and peer conferencing, the teacher can observe, record and evaluate student behavior, involvement, attitude.
- "Looking at Our Newspaper" sheet may be used for evaluation.
- Writing Rubric, Representation Rubric, Self Evaluation Rating Scale, and Group Work Rating Scale on pages 52, 53, 55 and 56.

Materials, Resources, Equipment

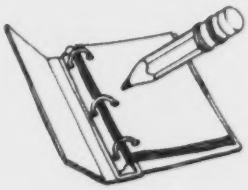
- Copies of "Newspaper Planning Page" and "Looking at Our Newspaper."
- Samples of newspapers for guidance.
- Supplies for newspapers; e.g., variety of paper sizes, types, markers, scissors.
- If using this as a stand-alone lesson, teachers must determine the event around which the newspaper will be focused.

Continuing Lesson Suggestions

- Newspapers may be displayed around the classroom or school.
- Newspapers may be distributed around the school.
- The class may create a school-based newspaper for distribution.

EXTRA!! EXTRA!!

Newspaper Planning Page



Newspaper Staff:

Masthead (goes across top of front page and tells name of the paper, where it is printed and the date of the issue):

Sketch of Logo (the slogan, design, or artwork that is the paper's trademark):

Newspaper Audience:

Newspaper Content:

COMPONENTS (check these)	PERSON RESPONSIBLE
_____ editorials (# = ____)	
_____ major news articles (# = ____)	
_____ advertisements (#= ____)	
_____ feature stories (# = ____)	
_____ horoscopes	
_____ classified ads (# = ____)	
_____ sports articles (# = ____)	
_____ photos (# = ____)	
_____ entertainment articles (# = ____)	
_____ weather	
_____ TV/movie listings	
_____ comics (# = ____)	
_____ puzzles (# = ____)	
_____ index	
_____	
_____	
_____	
_____	

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Newspaper Layout:

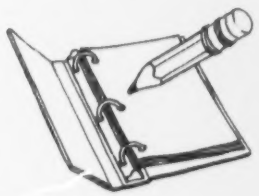
of Sections: _____
# of Pages in Total: _____
Size of Pages: _____

# of Columns per Page: _____

Materials Needed: _____
_____
_____
_____

Names of Sections: _____
_____
_____

Type of Production:
_____ by hand
_____ by typewriter
_____ by computer/printer

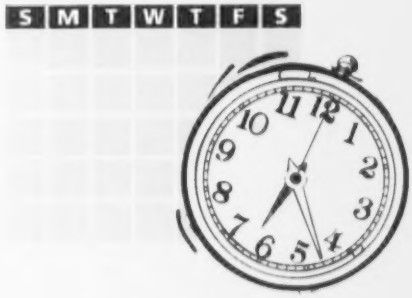


Other Layout Reminders:

Headline—large words above a story which introduce it
Banner—main headline on page 1 which tells about the main story of the day
Subhead—small headline which gives more information about a story
By line—tells who wrote the story
Dateline—tells where the story happened
Caption—words under a picture that tell about it
Copy—all the words in a newspaper
Index—table of contents for the paper, usually found on the first page

Deadline for Rough Work:

Deadline for Final Product:



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EXTRA!! EXTRA!!

Looking at Our Newspaper
Metacognition Page

1. We titled our newspaper _____ because...

2. We included the following sections in our paper _____ because...

3. The most interesting section is _____ because...

4. We chose to have our paper layout like this...

5. The layout of our paper is effective because...

6. The best work found in our newspaper is...
   Graphics—

   Writing—

   Other—

7. One area where our paper is weak is _____ because...

8. We could have improved our paper by...

9. You should read our paper because...

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Role Play Rubric

Student: _____

Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation. ☐	Usually willing and focused during group work and presentation. ☐	Sometimes willing and focused during group work and presentation. ☐	Rarely willing and focused during group work and presentation. ☐
Presentation of Character	Convincing communication of character's feelings, situation and motives. ☐	Competent communication of character's feelings, situations and motives. ☐	Adequate communication of character's feelings, situation and motives. ☐	Limited communication of character's feelings, situation and motives. ☐
Achievement of Purpose	Purpose is clearly established and effectively sustained. ☐	Purpose is clearly established and generally sustained. ☐	Purpose is established but may not be sustained. ☐	Purpose is vaguely established and may not be sustained. ☐
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way. ☐	Good variety of non-verbal cues are used in a competent way. ☐	Satisfactory variety of non-verbal cues used in an acceptable way. ☐	Limited variety of non-verbal cues are used in a developing way. ☐
Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play. ☐	Choices demonstrate thoughtfulness and completely enhance role play. ☐	Choices demonstrate awareness and developing acceptably enhance role play. ☐	Choices demonstrate little awareness and do little to enhance role play. ☐

Assignment/Activity: _____

Specific Criteria:

_____

_____

_____

_____

Writing Rubric

Student: _____

Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Content	Engaging and insightful presentation of thoughts and supporting details. ☐	Clear and thoughtful presentation of thoughts and supporting details. ☐	Straightforward and developing presentation of thoughts and supporting details. ☐	Simplistic and emerging presentation of thoughts and supporting details. ☐
Organization	Introduction, detail, arrangement, transitions, conclusion and coherence are superior. ☐	Introduction, detail arrangement, transitions, conclusions and coherence are very good. ☐	Introduction, detail arrangement, transitions, conclusion and coherence are satisfactory. ☐	Introduction, detail arrangement, transitions, conclusion and coherence are limited. ☐
Achievement of Purpose	Purpose is clearly established and effectively sustained. ☐	Purpose is clearly established and generally sustained. ☐	Purpose is established but may not be sustained. ☐	Purpose is vaguely established and may not be sustained. ☐
Use of Language (diction, sentences)	Precise and sophisticated vocabulary used. Sentences vary in pattern and length. ☐	Carefully chosen and complex vocabulary is used. Sentences often vary in pattern and length. ☐	Generally precise and straightforward vocabulary is used. Sentences sometimes vary in pattern and length. ☐	Vague, imprecise or inappropriate vocabulary is used. Mainly simple sentences, lacking in variety are used. ☐
Correctness	Great attention has been paid to correctness. Text contains essentially no errors which interfere with clarity of communication. ☐	Attention has been paid to correctness. Text contains minor errors, none of which interfere with clarity of communication. ☐	Less attention has been paid to correctness. Text contains errors which interfere with clarity of communication. ☐	Little attention has been paid to correctness. Text contains many errors which limit the clarity of communication. ☐

Assignment/Activity: _____

Specific Criteria:

_____

_____

_____

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Representation Rubric

Student: _____

Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Details and Information	Comprehensive information and specific, relevant details. ☐	Substantial information and carefully chosen, relevant details. ☐	General information and simplistic, underdeveloped details. ☐	Unclear information and irrelevant or unsupported details. ☐
Format	Correct format is always followed and organization is exemplary. ☐	Correct format is usually followed and organization is competent. ☐	Correct format is sometimes followed and organization is developing. ☐	Correct format is seldom followed and organization is emerging. ☐
Techniques	Exemplary range of techniques used to create a powerful image clearly suitable for target audience. ☐	Competent range of techniques used to create an interesting image suitable for target audience. ☐	Developing range of techniques used to create an adequate image moderately suitable for target audience. ☐	Emerging range of techniques used to create an image which minimally appeals to or is not suitable for target audience. ☐
Graphics	Creative graphics contribute to an engaging representation. ☐	Clear graphics contribute to a thoughtful representation. ☐	Simple graphics contribute to a developing representation. ☐	Limited graphics contribute to a novice representation. ☐
Correctness	Great attention has been paid to correctness. Text contains essentially no errors which interfere with clarity of communication. ☐	Attention has been paid to correctness. Text contains minor errors, none of which interfere with clarity of communication. ☐	Less attention has been paid to correctness. Text contains errors which may interfere with clarity of communication. ☐	Little attention has been paid to correctness. Text contains many errors which limit the clarity of communication. ☐

Assignment/Activity: _____

Specific Criteria:

_____

_____

_____

_____

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Newspaper Rubric

Student: _____

Levels of Quality

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Content of Newspapers	Perceptive ideas with specific and relevant support. ☐	Thoughtful ideas with carefully chosen and appropriate support. ☐	Conventional ideas with general and simplistic support. ☐	Superficial ideas with irrelevant support. ☐
Layout of Newspapers	Skillful organization contributes to a powerfully realistic project. ☐	Well structured organization contributes to a realistic project. ☐	Simplistic organization contributes to a moderately realistic project. ☐	Faltering or unclear organization contributes to an unrealistic project. ☐
Relation of Newspaper to the Major Event	Project demonstrates exemplary relation to major event. ☐	Project demonstrates competent relation to major event. ☐	Project demonstrates developing relation to major event. ☐	Project demonstrates emerging relation to major event. ☐
Creativity and Imagination	Choices demonstrate insight and powerfully enhance project. ☐	Choices demonstrate thoughtfulness and competently enhance project. ☐	Choices demonstrate developing awareness and acceptability enhance project. ☐	Choices demonstrate little awareness and do little to enhance project. ☐
Correctness	Headlines, captions, text contains essentially no errors which interfere with clarity of communication. ☐	Headlines, captions, text contains minor errors, none of which interfere with clarity of communication. ☐	Headlines, captions, text contains errors which may interfere with clarity of communication. ☐	Headlines, captions, text contains many errors which limit the clarity of communication. ☐

Assignment/Activity: _____
Specific Criteria:

_____

_____

_____

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Self-Evaluation Rating Scale

Name _____ Task _____

1.	I helped the group review its task.	always	often	sometimes	rarely
2.	I contributed relevant ideas.	always	often	sometimes	rarely
3.	I stayed on topic.	always	often	sometimes	rarely
4.	I listened carefully to other group members' ideas.	always	often	sometimes	rarely
5.	I was open-minded about different interpretations.	always	often	sometimes	rarely
6.	I encouraged participation from all group members.	always	often	sometimes	rarely
7.	I shared materials with my group.	always	often	sometimes	rarely
8.	I helped the group stay on task.	always	often	sometimes	rarely
9.	I contributed to questions asked of the group.	always	often	sometimes	rarely
10.	I did my share of the work to complete the task.	always	often	sometimes	rarely
11.	I used my strengths to enhance the task.	always	often	sometimes	rarely
12.	I am proud of my contribution to the task.	always	often	sometimes	rarely

13. My best contribution to the task was ... because ...

14. For the next task, two ways in which I will improve my performance within a group are ...

Group Work Rating Scale

My name _____ TASK _____

1. We clearly understood the task.	always	often	sometimes	rarely
2. We shared ideas openly.	always	often	sometimes	rarely
3. We listened respectfully to each other's ideas.	always	often	sometimes	rarely
4. We encouraged each other.	always	often	sometimes	rarely
5. We were motivated to do our best.	always	often	sometimes	rarely
6. We divided the workload fairly.	always	often	sometimes	rarely
7. We were on task during class preparation time.	always	often	sometimes	rarely
8. We worked out differences of opinion in an appropriate manner.	always	often	sometimes	rarely
9. We learned something meaningful during this task.	always	often	sometimes	rarely
10. We are proud of the outcome of this task.	always	often	sometimes	rarely

Evaluate *each member* of your group *honestly* based on the following criteria:

- EFFORT (motivated to do well at task)
- COOPERATION (shared workload, accepted suggestions)
- ON TASK (stayed focused without reminders)
- SUPPORTIVE (helped and encouraged other group members)

***Evaluation Scale* (give *each group member* a mark out of ten)**

(9–10) – always focused; highly motivated; cooperated with everyone
(7–8) – quite well focused; motivated to do well; cooperated most of the time
(4–6) – sometimes off task; not overly motivated; trouble cooperating some of the time
(1–3) – often off-task; very little effort; highly uncooperative with others

Name	Mark	Comment/Reason
(me)		

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Lessons

DIVISION
3

THEME
Well-being

CURRICULUM LINKS
Physical Education
GO "B"

Health
GO 3

FACTS ABOUT FITNESS

Introduction

- Have the students brainstorm a list of activities that help with health-related fitness. Or allow the students five minutes to list as many games and activities as they can.

Learning Activities

- Ask the students to circle the one game or activity they like the best and then compile a list of favourite activities on the board or overhead.
- Explain to the students that different games and activities develop special skills and focus on certain types of health-related fitness. We need a variety of activities to assist with our health-related fitness; e.g., hockey builds strength and speed and improves coordination and balance. Choose six to ten activities from the list and organize your information on the student activity page.

Game/ Activity	Balance	Agility	Flexibility	Muscle Strength	Aerobic	Overall Rating
e.g., Soccer	X	X		X	X	4

Closure

- Explain which game or activity you prefer to play and what are the health-related benefits.

Assessment Suggestions

- Students will determine short- and long-term goals and develop a plan of action to improve their personal health-related fitness program.

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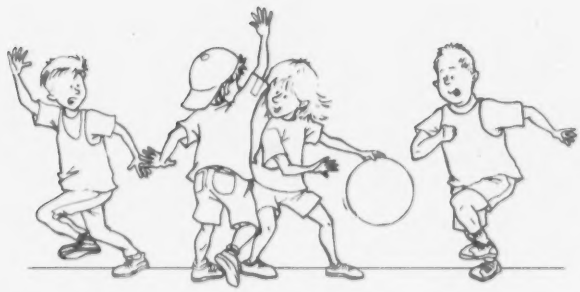
STUDENT ACTIVITY

Name: _____



Game/Activity	Balance	Agility	Flexibility	Muscle Strength	Aerobic	Overall Rating
Soccer		✓			✓	
_____						
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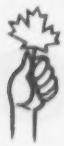
DIVISION
3, 4

THEME
Citizenship



Global Friendship

CURRICULUM LINKS
Drama
Theatre Studies
Speech

IT'S GREEK TO ME: GREEK THEATRE

Introduction

- Provide overhead background and discuss Ancient Greek Times and the importance of theatre, competition and festival to this culture.
- Discuss the role of the Greek Chorus in Greek Theatre and how it functioned as a team.
- Warm-up by dividing students into groups and have them pick a nursery rhyme.
  Give students five minutes to devise an interesting vocal presentation using all of their group members. Regroup and present to the class.

Learning Activities

- Explain that unlike the nursery rhyme warm-up, the Greek Chorus spoke and presented in highly organized and choreographed ways. The Chorus functioned as a team; movement and voice were combined together to create a commentary on what happened in the play. Often the Chorus foreshadowed events.
- Give out a Chorus scene from a Greek play. Read as a large group.
  Suggestions:
  Beginner – "Prometheus Bound" – lines 128–136 or 145–151
  Intermediate – "Antigone" – lines 99–161
  Advanced – "The Bacchae" – lines 64–167

  Each of the above scenes involves some sort of challenge:
  Prometheus – the struggle between brute force and mind.
  Antigone – the struggle between the law of conscience and that of the state.
  The Bacchae – the struggle between wisdom and understanding of nature and that of man's brutality.
- Group the class into teams of four to six and have them decide on a unique vocal interpretation of the Chorus speech assigned to them. Encourage students to speak clearly, experiment with pitch, volume, phrasing, pausing, intonation and rhythm and to include every member of their team in the planning and presentation.

Closure

- Students review the progress they have made on the assigned speech and make any notes necessary for their next class.
- Class presents one favourite line/section from their pieces.

Assessment Suggestions

- Vocal Interpretation Skills—Use a rating scale and consider volume, articulation, projection, rate, phrasing, pitch and intonation.

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Drama as we know it began in Greece in the 6th Century BC.

Festivals were a major source of entertainment in Ancient Greek times and were often held throughout the year. Examples of major festivals were the Olympics and the Festival of Dionysus, a five- or six-day theatre festival that was held in March. These were the inspiration for many of the popular festivals and championships we celebrate today.

The Festival of Dionysus, which honoured the Greek god of wine, song and fertility, was the first play festival. Playwrights would compete by presenting four of their best works (three tragedies and one comedy) to see who would have the most popular play over the course of the Festival. One notable winner of the Festival was a playwright named Thespis who introduced the idea of the actor into the play. This is why today actors are known as "thespians."

Audiences of thousands would spend the entire day watching plays in large, open air amphitheaters with perfect acoustics that were tiered and built into the sides of hills. The stage or playing area was a large circle called the "orchestra." Behind it was where the set was displayed, an area called the "skene"; very simple painted panels made of wood were set up and remained for the duration of the day. Hence the term "scene."

The Chorus

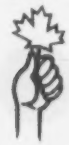
The first performers in Ancient Greek Theatre were teams of all male actors called The Chorus. Initially the Chorus members were the only performers; they told stories of the Gods and sang songs to audiences. Later actors separated themselves from the Chorus and performed many roles, differentiated by the use of masks. The Chorus function changed to supporting the action of the stage instead of controlling it. They used highly choreographed speech and movement to:

- Describe things that the audience couldn't see
- Entertain the audience in between acts
- Explain things
- Make comments about the action of the play
- Have conversations with the actors

The Chorus convention is still used in modern theatre in plays like "Our Town," "Juve" and "Us & Them."

DIVISION
3, 4

THEME
Citizenship



Global Friendship

CURRICULUM LINKS
Drama
Theatre Studies
Speech

Physical Education
GO "C"

GO, GREECE, GO!

Introduction

- Review the role of the Chorus in Ancient Greek Theatre.
- Explain the importance of establishing creative movement in Choral presentation. Be sure movements are large and expressive.
  Large audiences would not be able to see the performers unless large, distinctive movements were used.

Learning Activities

- The Creative Chariot
  Divide the class into three teams.
  Explain Greek Festivals had a competitive component.
  Sports competitions, plays and musical performances often were done in conjunction with one another. This is still often the case today! One of the first Greek Sports was chariot racing.
  Give the students (the horses) five minutes to devise a way of creatively and safely moving one member of the group (the Grecian) from one side of the room to the other without having them touch the floor to simulate a chariot.
  Emphasize that the Grecian must feel comfortable with the creative movement chosen, every group member must be involved and that speed is not as important as devising the most innovative way of transporting their group member as possible!
  Give the groups a chance to test run their "chariots" and make any necessary adjustments, then get each group to devise a chant that could go along with their movements. The chant should reflect the personality of the group and support the rhythm of the movements they have chosen.
  Start the chariot races when you see each group is ready.
  Creativity, teamwork and safety, not speed, is the most important aspect of this competition.
  Discuss the movements following the race by having each group make a comment about what they liked about their "chariot" and the role of their team in the process. Groups should also comment about what they liked about other teams' chariots.
- Choreograph A Chorus
  Using a Greek Chorus speech. See *It's Greek to Me* or a piece of poetry, divide the class into groups of four to six students.
  Review the role of the Chorus in theatre.
  Have the students read over the piece. Have them try to establish the rhythm of the piece by tapping the speech out after they have read it a few times.
  Experiment with the reading by having the group establish at least three distinctive and large movements that can be repeated throughout the piece.
  Encourage them to select movements (choreography) that enhance the rhythm of the reading and then practice them so that they flow.

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Closure

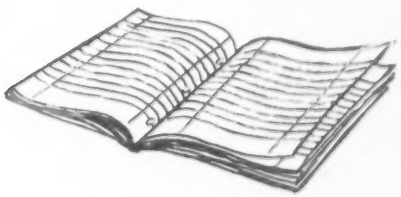
- Have all of the groups perform their choreography simultaneously or individually, if time allows, while the teacher or one group member reads the Chorus speech or poem aloud.
- Regroup and discuss the effectiveness of the presentations from a Greek Theatre perspective. Questions to ask may be:
  - Were the movements distinctive and large enough so that an audience of thousands could see them?
  - Did they support the words of the script or poem? Did the group work together?
  - Could the movements be recreated?
- If you wish to build this into a performance as suggested in the next lesson, ask the students to bring a bed sheet from home for the next class.

Assessment Suggestions

- Anecdotal comments shared by the teacher, class and group members will work well in this lesson where the focus is on creative experimentation.

Materials, Resources, Equipment

- Greek Choral speech. See *It's Greek to Me* or Poetry Handouts



DIVISION
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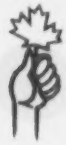
THEME
Citizenship



Global Friendship

CURRICULUM LINKS
Drama
Theatre Studies
Speech

A GREEK FESTIVAL

Introduction

- Review the importance of festival and performance to Ancient Greek society.
  - In this culture, festival was their primary source of entertainment. People of all different classes and backgrounds participated in and viewed festivals. Another famous Greek festival was the basis for today's Olympic Games.
- Explain they will be recreating the Ancient Greek Festival of Dionysus.
  - Dionysus was the Greek god of wine, fertility and song.
  - Greeks honoured this god by holding a festival that was five to six days long, filled with performances. Playwrights like Sophocles, Thespis, Euripides, and Aeschylus actually competed against each other, presenting four plays each; all hoping theirs would be the most popular.
- Warm up the group by getting them to follow the tradition of Greek Busking.
  - Give the students background information:
    - Musicians in Ancient Greece would wander around the agora (market place) singing, playing their flutes or harps, hoping to be rewarded with food or money.
    - We still see buskers in many marketplaces or at festivals today like at the Street Performers Festival or at the Fringe Festival.
  - Get the students to pair up and establish a spot where they will be in the room.
  - Select a simple song; e.g., "Row, Row, Row Your Boat" or "play" an instrument found in their backpack or pencil case. Give them a couple of minutes to practise.
  - Act as a "patron" to the arts in Greece:
    - Explain that you will be coming around the room listening to the buskers performances and possibly awarding a reward.
    - Teachers may wish to just pretend to throw in a reward or give out a sticker or candy.

Learning Activities

- Divide the class into groups of four to six. If the class participated in the previous lessons they should stay in their established groups.
- Distribute copies of the Greek Chorus speech. See suggestions in *It's Greek to Me*. You may also use poetry for this activity.
- When groups receive the speech they should establish a presentation of that reading that combines a vocal and physical interpretation of the reading.
- Remind the teams that the Chorus presentation will need to be clear and interesting to watch and the entire team will need to work together. Greek audiences demanded performances to be loud, interesting and large because the theatres they performed in held over 10,000 spectators.
- Rehearse the presentations so they are polished and organized. More than one class will likely be needed for rehearsal.

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- Design costumes for the Chorus presentations by:
  - getting students to bring in bed sheets from home and wrap togas
  - using sprigs of plants or green construction paper to create laurels.
- Design a skene.
  - The skene is a simple set displayed behind the actors.
  - Student sets should be simple and use found or inexpensive materials brought from home; e.g., fabric for draping, sonotubes and pizza boxes for columns and cardboard boxes to establish playing areas.
- Put on a Greek Festival.
  - Organize your room around a circular playing area/stage.
  - Seat groups together around the circle.
  - Introduce performances and have groups perform in the centre of the circle.
  - Concluding the performances you might celebrate with Greek circle dancing and grape juice.

Closure

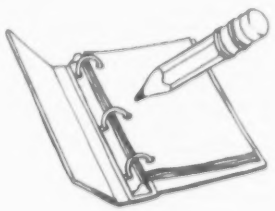
- Students may want to invite other classes to their festival. For example, Drama 10 students might invite a Grade 6 class from a local elementary to participate in their festival.

Materials, Resources, Equipment

- Greek Chorus Speeches.. See *It's Greek to Me* or poetry
- Togas; e.g., bed sheets, laurels; e.g., green construction paper, grape juice, found materials for set design

Continuing Lesson Suggestions

- Discuss, research or visit one of the many fantastic theatre festivals inspired by this Greek tradition held around Alberta.



DIVISION
3, 4

THEME
Well-being

CURRICULUM LINKS
Drama
Technical Theatre

SILLY GAMES

Introduction

- The goal of this lesson is to build or refresh the team skills emphasized in the Drama Orientation unit.
- Elicit from the class the skills that build a great group, team or class; e.g., sharing, cooperating, participating, positive support, efficiency, understanding, flexibility, creativity.

Learning Activities

- Team Line-ups:
  Divide the class into three groups, line up single file.
  Students sit and listen for directions.
  Have the students organize themselves according to the directions given to them. When they are in the correct order they will show they are finished by sitting down.
  The first team to have their entire group sitting, in the correct order will win that "round" of competitions.
  Possible order challenges could be to line up according to:
  - Birth date (dd/mm/yy)
  - middle name (alphabetical order)
  - Family size (including pets)
  - shoe size
  - Favorite food/movie star

  When a team wins their "round" go down the line to have the group share their answers with the class. This not only generates some excitement, but it also builds camaraderie within the class.
- Countdown Tableau Competition
  - Review what a tableau is and how to effectively create one.
    - Tableau is a frozen, silent human picture or snapshot that uses space, a variety of levels, contrast, clear body/facial expressions and shape to create an interesting dramatic moment. Tableaus are dramatic conventions that are used for emphasis or to open or close a play. Some entire productions revolve around this presentation form.
- This activity requires the students to think quickly and use their skills to creatively construct tableaus in groups. It is a variation on the "Atom" game, except no one is eliminated. Make this clear to the students at the outset, that if someone is left out they are to quickly include them because it will make the game more fun. You may wish to play "Atom" and "Freeze" in preparation for this game before progressing.
- Have the students travel around the room in creative ways; e.g., hopping, crawling, skipping, backwards, as if their shoes had super glue on the bottom.
- Call out a group number; like "Groups of 2 or 3." When the students get into that number they sit down as a group and wait for their tableau title, "Bizarre Barbershop". Upon receiving the title, they have ten seconds; e.g., to create their version of that picture.

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- Say "freeze!" Students should hold their pictures perfectly still until the teacher says relax. During this "frozen" time it is a good idea to remind the students that they should remember exactly what they are doing, where they are standing in the room and who is in this tableau group.
- Utilize the same process as above to call out different random group numbers, using creative movements in between, until you have a stock pile of different tableau images. Here are a few possible titles:

Groups of 1 – Marathon	Groups of 2–3 – Discus
Groups of 3–4 – High Jump	Groups of 5–6 – Hurdles
Groups of 7–8 – 100M Final	Groups of 9–10 – Race Walk
Groups of 12–15 – Relay	Entire Class – Team Canada

- After creating three pictures let the class know that there may be a time you will recall the pictures they have previously created. They will have ten seconds counted down for them to get back into the same group and recreate the same picture in the exact same area of the room they first created it. To do this simply call out a title and count down from ten. Once again let them hold their freezes for a while after the picture has been created to give them a chance to develop their skills of teamwork and control.
- To make the game more challenging, continue to add pictures and recall them. The more pictures that are created the more challenging the game becomes.
- Finish the exercise with the large group pictures.

Closure

- Discuss or write in a journal how being in a large group picture felt as opposed to the one on your own. Answer the following questions:
  - What made it easy?
  - What made it difficult?
  - What tableaus were effective? Explain.

Materials, Resources, Equipment

- Large open space

Continuing Lesson Suggestions

- Divide the class in half and create tableaus based other sporting events. One half of the class creates and the other watches. After the tableau has been created (e.g., bowling) and held so the other group can observe it, they turn their backs and the performing group changes one small position; e.g., position of the pins. It is then up to the observing group to see if they can spot the change. Then the observing group performs for the other group.

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DIVISION
3, 4

THEME

Well-being

CURRICULUM LINKS
Drama
Technical Theatre

CREATE A TEAM

Introduction

- The goal of this lesson is to create a team that might compete in an international sporting event. Students will use their skills of creative character development, movement and group work to effectively complete the activities.
- Brainstorm a list of different international sporting competitions; e.g., World Championships in Athletics, Olympics, Pan Am Games, World Cup Soccer.
- Generate a list of internationally recognized sports figures. Discuss what qualities made them world famous in their areas.

Learning Activities

- Create a Team
  Number the groups into teams of five or six students.
  Have the students fill out the included "Country Card," to create their fictional country.
  Team locations can be completely original, or they can be from a real area of the world.
- Play some inspiring music; e.g., "Chariots Of Fire" or "The Olympic Theme" and give the students a time limit to develop a unique way of travelling that reflects their team and where they are from.

- Make a Banner
  Students can be given a piece of paper to create a banner that represents their team's fictional country. They can add any extra images or symbols that reflect what their country is about.
- Parade of Athletes
  Students will then parade around the room with their team using the movement they have developed to the music. When all of the athletes have made one circle of the room they will sit down and be called up alphabetically to describe their team's homeland.
  Students can read the information off their "Country Card" or make up a presentation that incorporates it.

Closure

- Have teams shake hands with other teams and wish them well as the class concludes.

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Materials, Resources, Equipment

- Poster paper/felt pens or paint
- Inspirational athletic music
- Tape/CD player
- Photocopy Crazy Country cards—one per group

Continuing Lesson Suggestions

- Divide the class in half and create tableaus based on other sporting events. One half of the class creates and the other watches. After the tableau has been created (e.g., bowling) and held so the other group can observe it, they turn their backs and the performing group changes one small position; e.g., position of the pins. It is then up to the observing group to see if they can spot the change. Then the observing group performs for the other group.

STUDENT ACTIVITY

CRAZY COUNTRY CARD

Fill in the following original information about your fictional country and the team they are sending to the Super Silly Games.

Name:

Location:

Climate:

Brief History:

Previous Athletic Achievements:

Athletes Competing in These Championships:

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DIVISION
3, 4

THEME
Well-being

CURRICULUM LINKS
Drama
Technical Theatre

DESIGNING A COSTUME

Introduction

- For motivational reasons, major events often use fashion to reflect the personality of a team; e.g., World Championships In Athletics. In Drama, costume is used to support the character that is being presented. In sports, the costume/uniform used could also indicate to the audience the team's personality.

Learning Activities

- Discuss some examples of memorable costumes in movies or in plays; e.g., Cruella De Vil's outfits in "101 Dalmations."
- Elicit some examples of memorable fashions started by sporting events; e.g., the poor boy Roots hats at the Nagano Olympics.
- Give the students the task of designing a track suit that would be worn by their team at the Super Silly Olympics Opening Ceremonies.
  - Students could consider the elements of design: shape, colour, contrast and texture.
  - They may start with a sketch and progress to selecting fabrics and notions that support their design. Note that less-confident artists can use the athlete's body template provided to do their sketch on.

Closure

- Have the students present or display their designs in the classroom.

Materials, Resources, Equipment

- Paper/Pencils
- Optional – Bag of Scrap Fabrics and Buttons

Continuing Lesson Suggestions

- Design a track suit prototype that can be worn to class.
- Materials could be found or recycled objects or things brought from home.

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STUDENT ACTIVITY

2001 CHAMPIONSHIP IN ATHLETICS

Designing a Costume

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DIVISION
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THEME
Well-being

CURRICULUM LINKS
Drama
Technical Theatre

THEATRE SPORTS

Introduction

- Improvisation is the ability to create an innovative dramatic moment "on the spot" with little or no planning. This lesson challenges the students to use their skills of ingenuity to devise a new run, jump or throw sport and enact it.
- Famous comedy troupes throughout the world have used improvisation as a tool to parody famous sports events.

Learning Activities

- Place a pile of usual, everyday objects (e.g., broom, set of keys, textbook, box) in the centre of the room and have the students sit in a circle around them. Go around the circle and encourage the students to pick an object. Demonstrate how that object could be used in a sport in a safe and appropriate way; e.g., using a pencil as a javelin.
- Add to the pile a series of unusual objects. Have the students get into groups and select one object. This will be the inspiration, not necessarily the focus, for their next task which is to design an entirely new sport. They should remember:
  Their sport must not presently exist. It may be entirely unique or may be a blend of two sports that are played today.
  As this new game is developed also decide on a set of rules for their sport.
- Have the students develop a commercial promoting their new sport. The commercial must not be longer than one minute, and must effectively convince the audience that it would be a fun sport to try.
- Perform the commercials either live or on videotape and present.

Closure

- In a class discussion or journal entry have the students talk about how they developed their own ideas and what they thought of other groups.

Materials, Resources, Equipment

- Video camera and video tapes

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DIVISION
3, 4

THEME
Well-being

CURRICULUM LINKS
Drama
Technical Theatre

A PARODY ON SPORT

Introduction

- This lesson will challenge the students to write and perform a satirical scene on the theme of a major sporting event. This style of writing has been used successfully by many comedy troupes.
- Explain that satire is used by playwrights to mock an accepted convention of society. To parody something is to mimic something in a humourous way.

Learning Activities

- Brainstorm a list of popular and not-so-popular games.
- Students can be divided into teams of four or five. They can pick a sport they would like to parody.
- Have the students write a comedy script with the theme of "Games Gone Wrong." At some time in the students' script they must have something out of the ordinary happen in their scene.
- Encourage the students to use a variety of presentation styles. They could present their silly sport as a:

Strange play-by-play	Pre- or post-game interview
Instructional video	Story
Retrospective	Recreation of an event
Unlikely sports hero profile	Investigative report

- Once the script has been written, the students can rehearse and polish their scenes.
- Present the scenes. Students should act as if they are in a sports stadium, cheering on the participants as they present their scenes live to the class.

Closure

- Following the presentations, have the class discuss the elements of satire they included in their scenes.

Materials, Resources, Equipment

- Paper and pencils for script writing
- Costumes and props – optional

Continuing Lesson Suggestions

- The class may vote to award participants with a "medal" for their efforts (create a Gold Medal Scene) or teachers may just create a participation ribbon for all competitors.

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DIVISION
3

THEME
Global Friendship

CURRICULUM LINKS
Mathematics
Statistics and Probability

CHOOSING A CHAMPION

Introduction

- The men's 100 m final is the marquis event of any athletic meet.
- This lesson addresses the junior high mathematics strand of Statistics and Probability by comparing data on six 100 m sprinters.
- Students will analyze data, estimate, solve problems using probability, graph data and use reasoning to answer questions provided on a student activity sheet.

Learning Activities

- Hand out the student activity sheet that follows and discuss so the students understand the data presented.
- Have the students answer the questions.

Closure

- Have the students offer solutions to each of the problems given on the worksheet.
- Discuss reasons for some answers being different than others.

Assessment Suggestions

- Teacher checklist and rating scale

Materials, Resources, Equipment

- student worksheet handout

Continuing Lesson Suggestions

- On the Internet, find the IAAF <www.iaaf.org> web site and have the students chart past meet results and predict future winners using probability.

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CHOOSING A CHAMPION

Read through the information on 100m sprinters and answer the following questions:

Athlete	Age	Years on Team	Personal Best	Weather/Place	Best World Placing	Trains At
Kelly	21	2	10.13s	25C overcast Munich, Germany	13th	Montreal, Quebec
Trevor	28	7	9.98s	33C sunny Madrid, Spain	5th	Los Angeles, California
Matt	32	12	9.91s	31C partly cloudy Athens, Greece	2nd	Edmonton, Alberta
Andy	25	4	9.99s	22C overcast Athens, Greece	4th	Vancouver, B.C.
Keith	29	6	9.88s	31C sunny Munich, Germany	1st	Miami, Florida
Aaron	27	6	10.01s	27C partly cloudy Paris, France	3rd	Toronto, Ontario

Activity Questions

1. Estimate the following:
   a. average age of the sprinters
   b. average years of experience on the team
   c. average of individual best times to the nearest tenth

2. Make a simple pie chart or graph showing the weather conditions present when the athletes performed their personal bests.

3. The six sprinters wanted to run a relay, so they divided into two teams of three. They could not agree how to make the team fair. How close can you come to making two equal ability teams?

4. If all the sprinters were to race, how many possible outcomes could there be?

5. If the six sprinters were to race, predict the order of finish from first to last for each scenario if:
   a. the race was held in Ottawa, Ontario
   b. the race was held under partly cloudy conditions
   c. experience gave an advantage
   d. the race was held in a hot place

6. Select four of the six runners to make up a championship 4x100 relay team. They are to race at a world class event in Edmonton under sunny conditions in early August. Give reasons for each selection.

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DIVISION
3

THEME
Well-being

Run, Jump, Throw

CURRICULUM LINKS
Gr. 7 Science
Characteristics of Living Things (Movement)

PULSE RATE AND ATHLETIC ACTIVITY

Introduction

- Prior to this activity discuss—Movement that's More Difficult to See, Science Direction 7 text.
- Discuss the concept of vital signs, especially what pulse rate is and how it is determined.
- In this activity, the students perform run, jump and throw activities, measure their pulse rate, and analyze the results.
- Have the students write down in their own words the definition of pulse rate and share their definitions with a partner.
- Discuss pulse rate with the class and what effect activity has on the pulse rate. Tell them they will conduct an experiment to find out.

Learning Activities

- Prior to doing this activity, the students will fill out the activity sheet provided and:
  - discuss variables
  - complete predictions
  - discuss materials
  - discuss procedure.
- Divide the class into three groups with each starting at a different station.
- Ask for three volunteers to demonstrate each of the activities—they will then stay behind at one of the three stations to be the timer.
- Station One—25-metre sprint 'The Effect of Running on Pulse Rate'
  Procedure:
  - Students will run a distance of 25 metres.
  - Find their pulse rates.
  - Count the number of pulses they feel in 10 seconds.
  - Record the results in the Observation Chart.

  Materials:
  - two pylons marking the start and stop distances for the sprint
  - one stopwatch
- Station Two—Javelin 'The Effect of Throwing on Pulse Rate'
  Procedure:
  - Students will take five jogging steps and then throw and release the broomstick.
  - Find their pulse rates.
  - Count the number of pulses they feel in 10 seconds.
  - Record the results in the Observation Chart.

  Materials:
  - throwing item; e.g., broomstick
  - pylon to mark the take-off of the throw
  - one stopwatch

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- Station Three—Long Jump 'The Effect of Jumping on Pulse Rate'
  Procedure:
  - Students will run five metres and then take off, jump and land.
  - Find their pulse rates.
  - Count the number of pulses they feel in 10 seconds.
  - Record the results in the Observation Chart.

  Materials:
  - pylon to mark the take off of the jump
  - one stopwatch
- Students may take their individual results and graph the data. Graphs of the class averages may also be made.
- After completing the activity, complete the conclusion questions.

Closure

- Get into groups of three or four and discuss the results of the experiment.
- Use bar graphs. Discuss how the results are similar/different from those of the other group members. Predict what the pulse rate of an athlete finishing various events might be.

Assessment Suggestions

- Self-evaluation of activity:
  - describe how you would rate the success of your experiment.
  - establish a set of criteria for measuring the results.
- Observation checklists
- Lab write-ups
- Bar graphs

Materials, Resources, Equipment

- Grade 7 Science Directions
- See above activities for specific equipment

Continuing Lesson Suggestions

- Design a test to compare the effect of weather (hot/cold or wet/dry) on the performance of an athlete.
- Use a variety of track and field events to compare pulse rates.

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STUDENT ACTIVITY

PULSE RATE AND ATHLETIC ACTIVITY

The Effect of Activity on Pulse Rate

Problem:

What effect does the type of activity have on your pulse rate?

Manipulated Variable: type of activity (run, jump and throw)
Responding Variable: pulse rate
Controlled Variables: amount of exercise time

Controlled Variables: _____

_____

Prediction:

Write a prediction about the effect that participating in different types of track and field activities will have on your pulse rate—remember to explain this prediction based on scientific knowledge.

⇒ Will your pulse rate increase/decrease/stay the same after completing one running repetition? Why do you think this?

_____

_____

⇒ Will your pulse rate increase/decrease/stay the same after completing one jumping repetition? Why do you think this?

_____

_____

⇒ Will your pulse rate increase/decrease/stay the same after completing one throwing repetition? Why do you think this?

_____

_____

PULSE RATE AND ATHLETIC ACTIVITY (continued)

⇒ Now record your predictions in the chart below using the units beats per 10 seconds

Type of Activity [m.v.]	Pulse Rate [r.v.] beats/10 seconds
No Activity [at rest]	
Running	
Jumping	
Throwing	

Materials:
3 stopwatches (one per station)
4 pylons
throwing items (e.g., broom sticks)

Procedure:
⇒ Record your average pulse rate, which you measured in Activity 1–11
(to find beats per 10 seconds divide beats per minute by six)
⇒ Watch a demonstration at each station
⇒ Begin at assigned Station and follow steps that were provided in the demonstration
⇒ Record Results

Observations:

Type of Activity [m.v.]	Pulse Rate [r.v.] beats/10 seconds
No Activity [at rest]	
Running	
Jumping	
Throwing	

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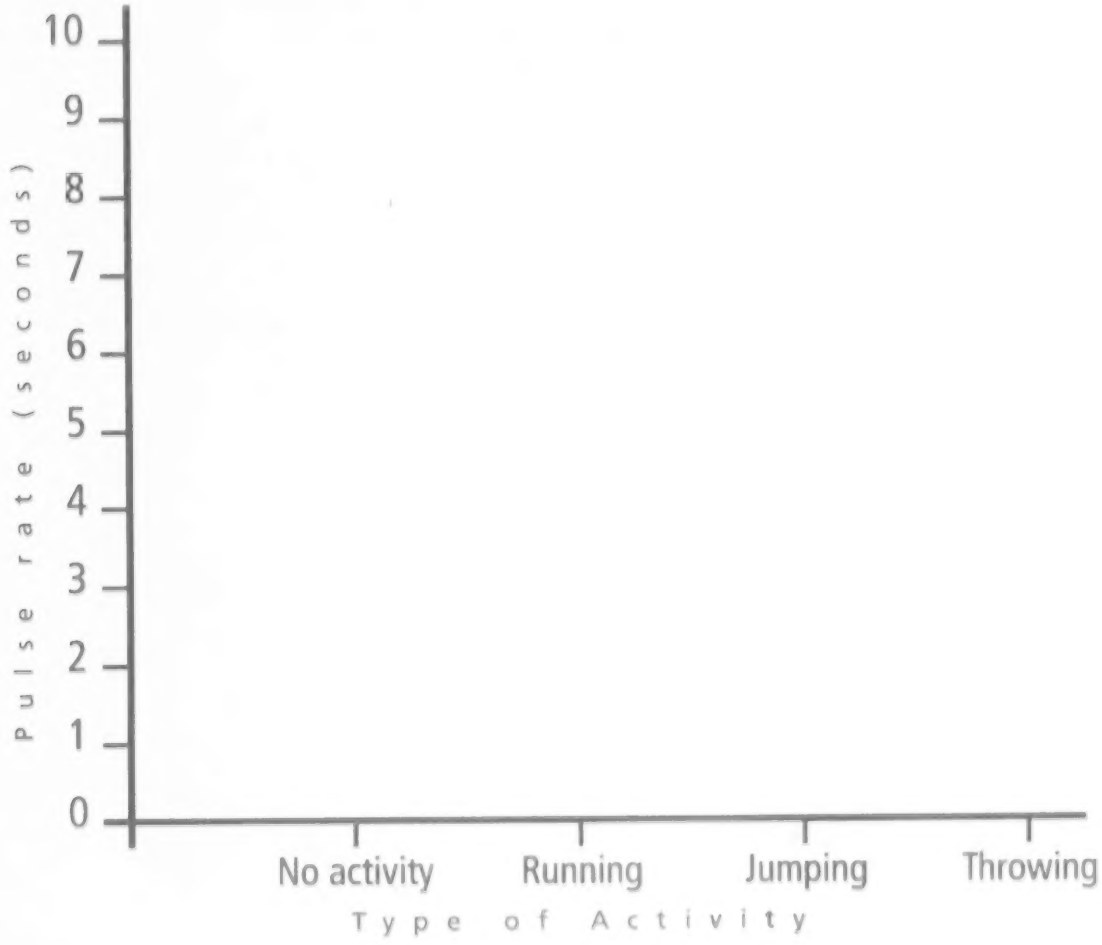
Conclusions:

Answer the following questions:

⇒ What conclusions can you make about the effect of pulse rate on run, jump and throw activities?
⇒ Were your predictions supported by the experimental data?
⇒ Draw a bar graph of your results



DIVISION
3

THEME
Run, Jump, Throw

CURRICULUM LINKS
Gr. 7 Science
Force and Movement
(Gravity)

MOON-LIKE CONDITIONS

Introduction

- In this activity, the students will write a paragraph explaining how an athlete's performance would be affected if the gravity on earth was equal to that of the moon.
- Review the difference between mass and weight.
- Discuss why, when jumping off the ground, people do not actually feel the downward pull of gravity on their bodies. They actually feel the effort force that their muscles must make to push them up.
- Ask the students what they notice when they fall down—they may notice the absence of muscular effort, but probably don't feel much of anything until they land and feel the upward push of the ground against their feet and through their whole bodies. Thus, although the force of gravity pulls down, our awareness of gravity comes mainly from the upward forces we must exert to oppose it.
- Discuss what is the moon's force of gravity compared to the Earth's.

Learning Activities

- Discuss some of the events that typically take place during athletics competitions:
  - Sprints [100 m, 200 m, 400 m]
  - Middle Distance [800 m, 1500 m]
  - Distance [1500 m, 5000 m, 10 000 m, marathon]
  - Hurdles
  - Relays
  - Javelin
  - Steeplechase
  - High Jump
  - Long Jump
  - Triple Jump
  - Pole Vault
  - Shot Put
  - Discus
  - Hammer Throw
- For some reason, during the upcoming athletics events, the force of gravity on Earth is equal to what it would be on the moon. Write a paragraph explaining how this would affect an athlete's performance in the various events.

Closure

- Have the students debate whether the change in gravity has an overall beneficial or detrimental effect on the athletes and their performance.

Assessment Suggestions

- Develop an evaluation rubric with appropriate criteria.

Materials, Resources, Equipment

- Grade 7 Science Directions

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STUDENT ACTIVITY

MOON-LIKE CONDITIONS

Your city has just been notified that during the 8th IAAF World Championships in Athletics, for some unexplainable reason the force of gravity on Earth will be equal to what it is on the moon!

Describe how reduced gravity would benefit or limit an athletes performance.

Effects

Benefit	Limit

DIVISION
3

THEME
Citizenship

Run, Jump, Throw

CURRICULUM LINKS
Gr. 7 Science
Forces in Motion
(Direction and Strength of Force)

FORCES IN ACTION

Introduction

- This activity can be used as supplementary activity within Topic Two if using the Science Direction 7 Text.
- In this activity, the students will identify external forces and the direction these forces are being applied.
- Review the difference between a balanced and unbalanced force

Learning Activities

- Divide the class into groups of three and assign one of the following athletics events to each group:
  - Steeplechase
  - High Jump
  - Long Jump
  - Triple Jump
  - Pole Vault
  - Shot Put
  - Discus
  - Hammer Throw
  - Javelin
  - Hurdles
- Have each group select a recorder, a spokesperson and a timer.
- Set a time limit of 10 minutes and give each group a large piece of chart paper to draw their diagram of the event or use the student activity page that follows. All of the diagrams involve internal forces within the body but only some of the diagrams show external forces. Which diagrams show external forces? What direction are these forces being applied? Use an arrow to show the direction of these forces.
- The spokesperson from each group will present the group's ideas.
- Discuss as a class the similarities and differences among the ideas presented.

Closure

- Have the students list what they know, what they want to find out and what they learned today.

Assessment Suggestions

- Peer evaluation of group members
- Observation checklist

Materials, Resources, Equipment

- Grade 7 Science Directions
- Chart paper
- Felt pens

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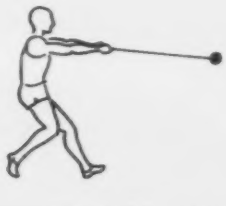
FORCES IN ACTION

Steeplechase	**Hurdles**
High Jump	**Long Jump**
Triple Jump	**Pole Vault**
Shot Put	**Discus**
Hammer Throw 	**Javelin**

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DIVISION
3

THEME
Citizenship

Run, Jump, Throw

CURRICULUM LINKS
Science
Grade 8
Consumer Product Testing
Topic–Finding Flaws

MEET THE MATERIALS

Introduction

- To be used as a supplementary activity if using Science Direction 8.
- In this activity, the students will design a procedure for testing a particular characteristic of a track suit.
- Review Primary and Secondary Characteristics
- Have a discussion of 'Testing and the Fabric Industry'.

Learning Activities

- Inform the students that they have been chosen to be part of the 8th IAAF World Championships in Athletics committee that is responsible for designing a country's team's track suit.
- In pairs, have the students brainstorm a list of characteristics that are important to consider in a track suit. In addition, the students will select the material and design the suit including what they feel are the primary and secondary characteristics of this track suit, and criteria to select the material.
- Students will share their ideas with the rest of the class.
- Divide the students into small groups of three or four. Each group will choose one of the characteristics discussed and design a procedure for testing for this characteristic; e.g., What criteria would you use to determine the best material for a track suit? How would you know this was a suitable material?
- Finally, have each student design a track suit for one of the participating countries. Include important details such as design; e.g., hoods, zippers, pockets, cuffs, collar, country name, emblem and colours.
- Label each of the important characteristics.

Closure

- Suggest a list of materials that you would consider using to make this track suit.

Assessment Suggestions

- Rubric to evaluate group presentation of the design procedure
- Rubric to evaluate track suit design

Materials, Resource, Equipment

- Samples of different material for students to use in testing these criteria to determine the sample most suitable for the track suit.

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STUDENT ACTIVITY

ATHLETICS TRACK SUIT

Characteristics that would be important to consider in the design.

Criteria for determining material suitability.

Primary Characteristic

Secondary Characteristics

Criteria to determine suitability of material for track suit.

STUDENT ACTIVITY

DESIGN FOR TESTING

_____

[Characteristic]

Design a step by step procedure that would be a fair test of the characteristic or criteria listed.

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STUDENT ACTIVITY

MY TRACK SUIT DESIGN

Country

_____

Front

Back

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DIVISION
3

THEME
Well-being

CURRICULUM LINKS
Gr. 8 Science
Consumer Product Testing
Topic—Advertising and Labelling

QUENCH YOUR THIRST

Introduction

- In this activity, the students create an advertisement for a new athletic drink that will be introduced to athletes from around the world at the 8th IAAF World Championships in Athletics.
- One of the biggest nutrient concerns for athletes is water depletion. Strenuous or extensive activity can cause large water losses to occur in the body. Water is essential to cell respiration and circulation. In addition to water, extra minerals must be replaced. These can be added to the water or replaced with food consumed following exercise.
- Prepared fluid-replacement drinks are good in concept, but many contain chemicals and are overly sweet.

Learning Activities

- Discuss the sample athletic drinks with either the whole class or in groups including:
  List some things about this product that would attract the consumer to it.
  You have learned that 'The Consumer Packaging and Labelling Act' requires that manufacturers print certain information on the product.
  As an athlete, what information would you want to see on the package?
  Does this product provide this information?
  List the ingredients that this product contains.
  What type of packaging does this product use?
  Why do you think the manufacturer chose this type of packaging for this particular product?
- Create an advertisement for a new athletic drink that will be introduced to athletes from around the world in Edmonton this summer at the 8th IAAF World Championships in Athletics.
  The product must sound appealing to the consumers who would be buying it.
  The advertisement must include at least one claim that can be scientifically tested.
  Be sure to add images and colour to enhance your advertisement, but do not neglect content.
- In addition to the advertisement include:
  - a list of three or more questions about the product that an athlete might want to ask
  - an explanation of how the scientific claim on the advertisement could be tested
  - a list of ingredients that your product will contain
  - a list of the information that is required by law that will be on your product label.

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Closure

- Discuss whether the students feel the appearance of a product has an effect on whether or not a consumer will purchase it.

Assessment Suggestions

- Work sample
- Presentation
- Illustration/design

Materials, Resources, Equipment

- Several samples of athletic drinks

QUENCH YOUR THIRST!

Product Name:

What would attract a consumer to this product?

What information would athletes like to see before deciding to buy this product?

Does this product provide this information?

Quantity

Name/Address of the Manufacturer

Identity of Product

Packaging Used

List of Ingredients

WHY?

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DIVISION
4

THEME
Citizenship

Run, Jump, Throw

CURRICULUM LINKS
Science 10
Change and Energy

Physics 30
Conservation Laws

ENERGY!

Introduction

- In this activity, the students will design an experiment that will enable them to find out the specific heat capacity of a given medallion.
- Review the formula for calculating specific heat capacity.
  specific heat capacity = energy/mass x temperature change
  ($c = E/m \times T$)
  c – specific heat capacity in J/(kg°C)
  E – energy in J
  M – mass in kg
  ΔT – the amount of change in temperature in °C
  rearranged to solve for energy ($E = mc\Delta T$)
- Review the Principle of Heat Transfer (the combined equation)
  $m_M c_M \Delta T_M = m_W c_W \Delta T_W$

Learning Activities

- Provide the students with sample Gold and Silver medallions.
- Ask the students to design an experiment that will enable them to find out the specific heat capacity of a certain medallion
- Students can be broken into smaller lab groups (depending on the availability of equipment).
- Include the following parts of an experiment in the lab write-up:
  Problem:
  How can you design an experiment that will allow you to determine the specific heat capacity of an unknown substance?
  Materials—include a specific list; e.g:
  - Medallions
  - Triple Beam Balance or Electronic Scale
  - 2 thermometers
  - 1 hot plate
  - 1 100 mL graduated cylinder
  - 2 - 250 mL beakers
  - 1 pair of tongs
  - 1 pair of heat gloves
- Procedure—include a specific step-by-step procedure
- Basic Design
  Using a triple beam balance find the mass of the medallion (convert to kilograms)
  Using a graduated cylinder measure 150mL of water and pour it into a 250 mL beaker label this beaker #1 (record the mass of the water—convert it to kilograms)
  Record water temperature of beaker #1 (initial water temperature should equal room temperature → 22°C)
  Fill another beaker with 150mL of water, set it on hot plate until water reaches boiling point, drop in medallion and wait for water to boil again—record temperature

- This will be the initial temperature of the medallion (should be about → 95°C).
  Take medallion out of boiling water and place into room temperature water—record the temperature of the water once it has stabilized (this will be the final temperature of the water and the medallion)
  Record the temperature changes of the water and the medallion
  The only unknown should be cM (specific heat capacity of the Medallion)
  Using the principle of heat transfer formula (mM cM ΔTM = mW cW ΔTW)
  find the specific heat capacity of the medallion
- Observation—include a chart where experimental results can be recorded

Closure

- Using the table that follows the results of your experiment, suggest what substance your medallion might be made of

Substance	Specific Heat Capacity (J/kg°C)
aluminum	920
brass	380
concrete	3000
copper	390
glass	840
gold	129
iron	450
lead	130
sand	790
silver	240

- Evaluate the success of your experiment

Assessment Suggestions

- Lab Performance
- Observation Checklist

Materials, Resources, Equipment

- Medallions
- Triple Beam Balance or Electronic Scale
- Thermometers
- Hot Plates
- Graduated Cylinders
- Tongs
- Heat Gloves
- Beakers

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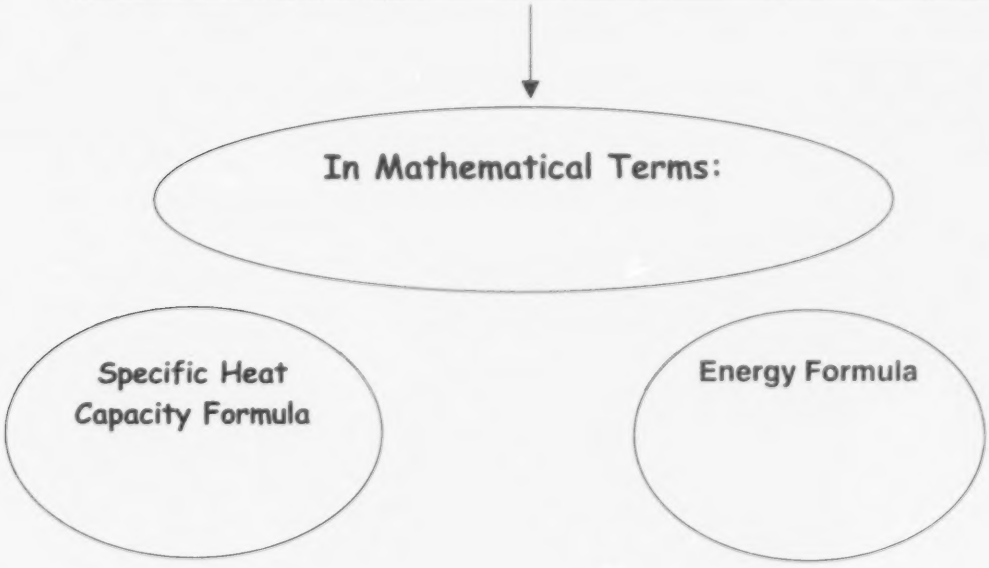
SPECIFIC HEAT CAPACITY REVIEW

Law of Conservation of Energy States:

Principle of Heat Transfer states:



Symbol	Represents	Units
C		
E		
M		
ΔT		

DIVISION
3

THEME
Run, Jump, Throw

ADAPTATIONS FOR ACHIEVEMENT IN ATHLETICS

Introduction

- In this activity, the students will select an organism that they feel would excel in a particular athletics event. They will list and explain the structural adaptations that the organism has that would enable it to excel.
- The athletic events that the organisms will compete in are:
  - Sprints [100m, 200m, 400m]
  - Middle Distance [800m, 1500 m]
  - Distance [1500m, 5000m, 10000m, marathon]
  - Hurdles
  - Steeplechase
  - High Jump/Long Jump/Triple Jump
  - Pole Vault
  - Shot Put/Discus/Hammer Throw/Javelin

CURRICULUM LINKS
Science
Grade 9
Diversity of Living Things
Adaptations

Learning Activities

- Match an organism that would do well in each of the athletic events with an event.
- List the structural adaptations you feel the organism has that will enable it to be successful at that particular event.
- Choose one event and write a brief paragraph explaining why you chose the organism you did for that particular event.

Closure

- Describe the organism that you feel would be most successful competing in the decathlon and explain the reasons for your choice.

Assessment Suggestions

- Work Samples
- Illustrations

Materials, Resources, Equipment

- Science Directions 9

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STUDENT ACTIVITY

MATCH THE ORGANISM TO AN ATHLETIC EVENT

EVENT	ORGANISM	STRUCTURAL ADAPTATION
100 m Sprint		
400 m Sprint		
1500 m Distance		
Marathon		
Long Jump/ Triple Jump		
High Jump/ Pole Vault		
Hammer		
Shot Put		
Javelin		

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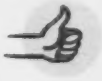
DIVISION
3

THEME
Citizenship

Well-being



Run, Jump, Throw

CURRICULUM LINKS
Physical Education
GO "C", GO "D"

YOU ARE THE EXPERT!

Introduction

- Students will have mastered the technique of a run, jump or throw event prior to this lesson.
- In this activity, the students will become experts in a run, jump or throw event and then will create a lesson that they will use to teach the event to a younger student.
- Begin by developing the students' understanding of the athletics events. Provide the students with information about events.

Learning Activities

- Using a brainstorming page, ask the students to generate a list of run, jump and throw activities (with variations) that would be appropriate for a Grade 6 student:
  - Hurdles; e.g., cones/pylons with cross stick/metre stick or piece of dowel
  - Sprint Starts
  - Relay Exchanges
  - Long Jump
  - Triple Jump
  - High Jump; e.g., scissor kick technique over knee height elastic landing on mat
  - Shot Put; e.g., using softballs
  - Javelin; e.g., using broomstick/dowel
  - Discus; e.g., using rings/weighted bean bags.
- Divide the students into smaller groups who will each be responsible for becoming experts in one event and then teaching that event to a group of younger students.
- Include in the lesson the following components:
  - Five-minute warm-up
  - Involves a cardiovascular component
  - General stretching, then moving into focusing on specific areas of the body depending on the event you will be doing
  - Introduction of the activity
  - A list of the equipment that you will need
  - A poster that emphasizes a list of safety points specific to your event
  - Drills specific to teaching the activity
  - Practice of the activity
  - Students will provide feedback
  - Rules of the specific event
  - Students should demonstrate an understanding of the rules and of how to marshal the particular event they are teaching.
  - A cooling down activity
  - Teach your lesson to a younger student.

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Closure

- Reflect upon your lesson and write a paragraph on things that went well, what you could improve upon and what you would change next time.

Assessment Suggestions

- Self Evaluation
- Peer Evaluation
- Performance Based Rubric
- Observation Checklist
- Reflective Journal
- Teaching of the lesson

Materials, Resources, Equipment

- Safety Guidelines for Physical Activity in Alberta Schools
- Run, Jump, Throw

Continuing Lesson Suggestions

- Invent a new event that will be included in the next World Championships in Athletics and teach it to the class.

YOU ARE THE EXPERT!

Brainstorm:

Run

Jump

_____

Throw

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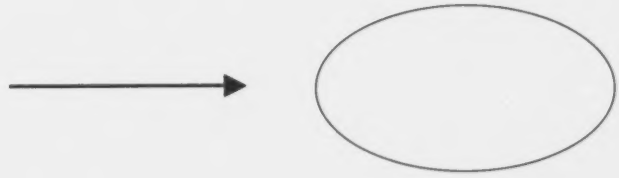
STUDENT ACTIVITY

EVENT



Group Names:

Warm-up ideas

How the activity will be introduced

SAFETY

EQUIPMENT

ACTIVITY/DRILL IDEAS

RULES

Cool-down Activities

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DIVISION
3

THEME
Global Friendship

CURRICULUM LINKS
Physical Education
GO "A"

DANCE AROUND THE WORLD
South America – Peteca and Fado Blanquito

Introduction
Warm-up

- Focus on South American games and dances. Discuss South America's location, some of its countries and the language(s) spoken. Play a game from Brazil called PETECA.
- Form circles of three or four students. Students toss the peteca (badminton bird) into the air and keep it aloft by striking it with the palm of one hand. They should take turns hitting it to the student next to them in order around the circle. They must always strike the peteca upward so it can be played by the next player. Students can call out the alphabet or numbers as they are striking the peteca. When it falls to the ground, play starts over, beginning with the student who last hit the peteca.
- Variations: allow the peteca to be hit by any player in a random order with players standing in a random arrangement; allow the peteca to be struck with any body part.

Learning Activities

- Dance—FADO BLANQUITO (FAH-doe Blahn-Kee-toh). This dance has been attributed to Spanish, Portuguese and Brazilian origins.
- Formation—partners, single closed circle, all facing centre, girls on their partner's right, all hands joined.
- Beginning with the left foot, circle clockwise with 16 running steps. Circle counter-clockwise 16 running steps.
- Partners face each other, join right hands with elbows bent and fingers pointing up. Left hand is placed behind the back.
- "Sway" by shifting weight to the right, then left, then right.
- With right hands still joined and left behind the back, do three schottische steps around each other, beginning with the right (step, step, step, hop). End up facing the girl on your left, your corner girl. Join left hands with the corner (release right hand from first partner) and repeat three schottische steps turning, ending up facing your first partner.
- Repeat the schottische with your partner and your corner.
- All join hands facing the center of the circle, sway to the right and to the left and stamp three times in place (right, left, right) and pause.
- Jump in place on both feet with hands joined in circle formation. Hop on left foot and swing right foot across in front of the left.
- Jump in place on both feet, hop on right foot and swing left foot across in front of the right. Drop hands.
- Jump in place and then jump again turning 180 degrees to the right ending up with the backs to the centre. Join hands again.
- Jump in place, drop hands, and then jump again turning 180 degrees to the right with all facing the centre with hands joined.
- Take four walking steps to the centre raising hands. Take four steps backward lowering hands.
- Repeat

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Closure

Cool Down

- Partners can walk and toss the peteca to one another. Discuss what dance patterns Fado Blanquito uses (sways; schottische; stamp three times, pause pattern; jump, hop and swing pattern, running steps in a circle, walking steps into and out of circle). Some dances from other countries in the world use these same patterns. Discuss quality of movement and ways to improve the quality of their dance steps.

Assessment Suggestions

Formal teacher observation and student evaluation

- students perform one of four dances that have been taught to the class
- dances are videotaped for student evaluation of performance and discussion on ways to improve.

Self and Peer Assessment

- Excellent: Excellent timing and execution of dance skills; without error or hesitation; dance flows.
- Proficient: Very good timing and execution of dance skills; occasional error or hesitation; dance works.
- Adequate: Satisfactory timing and execution of dance skills; regular error or hesitation; dance plays.
- Limited: Some evidence of timing and dance skills; frequent error or hesitation; dance falters.

Materials, Resources, Equipment

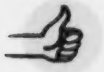
- badminton birds—one for every two players

Safety Considerations

- Caution players to hit the badminton bird upward and not at other players.

DIVISION
3, 4

THEME
Well-being



CURRICULUM LINKS
Language Arts
GO1, GO2, GO3, GO4, GO5

POSTAGE STAMP CHARACTERS

Introduction

- This is an individual representation project geared toward having the students demonstrate a strong knowledge of characters within novels, short stories, modern or Shakespearean plays.
- The class brainstorms personal and societal realms that can reflect a person's character; e.g., athletic, artistic, academic, social, political, religious. Be sure the class mentions the first three.

Learning Activities

- Students will complete the "Postage Stamp Characters" project.
- The teacher clarifies the project:
  - Outline how many or which characters are to be considered.
  - Clarify any questions about the three realms.
  - Remind the students that the evidence must come from their literature. Outline any quotation expectations.
  - Inform the students that the summary may take any form they wish; e.g., a chart, a graph, a pie chart, a paragraph. Encourage creativity.
  - Assure the students that the postage stamps may be created out of a variety of materials. Outline any expectations regarding computer use.
- Here is an example of the ideas that can be developed:

Oberon from Shakespeare's *A Midsummer Night's Dream*

Athletic Realm	Artistic Realm	Academic Realm
Plays Quarterback	Is a movie producer	Studies poltices
– is in control of fairy kingdom	– is a troubleshooter	– is manipulative
– orders Puck to find Love-In-Idleness and to put love-juice in an Athenian's eyes	– arranges solutions to lovers' mixup	– convinces Titania to give up changeling child, yet maintains her support

These ideas would be further developed and supported.

- Students brainstorm ideas and then peer conference.
- As individual project work continues, time should be set aside for peer conferences.

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Closure

- In groups of three or four, the students present completed projects.
- For each project, each group member asks two questions for clarification and provides two positive feedback comments.

Assessment Suggestions

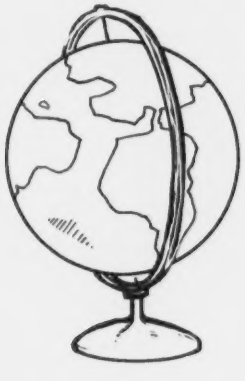
- Before the creation of the projects, teachers should make the students aware of the specific criteria to be met; e.g., number of characters, use of computer, size requirements, quotation requirements.
- An evaluation rubric is included on the student handout.

Materials, Resources, Equipment

- "Postage Stamp Characters" project handout on the follow page
- Materials for creation of stamps; e.g., variety of paper, scissors, chalk, charcoal.
- Samples of stamps.

Continuing Lesson Suggestions

- Projects may be used for classroom displays.
- For variety, the students may create representations other than postage stamps; e.g., trading cards, post cards, caricatures, greeting cards.



POSTAGE STAMP CHARACTERS

Due Date: _____

1. Choose the characters you will be considering.
2. Determine specifically how each character could be reflected within the ATHLETIC, ARTISTIC AND ACADEMIC realms. For example, in the ATHLETIC realm, your character could enjoy golf, in the ARTISTIC realm, your character could be a musician, and in the ACADEMIC realm, your character could study economics.
3. Choose at least three pieces of evidence to support your decision within each realm. Choose carefully from your literature!
4. Organize your ideas and evidence into a clear summary. Be creative!
5. For each character, construct three postage stamps depicting the character within each of the three realms. Make the stamps realistic; e.g., include price, country.

GOOD LUCK!!! HAVE FUN! Be creative! Be Innovative!

Evaluation Rubric

Criteria	Excellent – 4	Proficient – 3	Adequate – 2	Limited –1
Thought and Detail	Perceptive ideas with specific and relevant support.	Thoughtful ideas with carefully chosen and appropriate support.	Conventional ideas with general and simplistic support.	Superficial ideas with irrelevant or inadequate support.
Organization	Skillful organization contributes to powerful communication of ideas.	Well structured organization contributes to proficient communication of ideas.	Simplistic organization contributes to moderate communication of ideas.	Faltering or unclear organization contributes to limited communication of ideas.
Artwork	Artwork is creative and contributes to an engaging project.	Artwork is clear and contributes to a thoughtful project.	Artwork is simple and contributes to an adequate project.	Artwork is limited and contributes to an unsatisfactory project.
Creativity & Imagination	Choices demonstrate insight and powerfully enhance the project.	Choices demonstrate thoughtfulness and competently enhance the project.	Choices demonstrate developing awareness and moderately enhance the project.	Choices demonstrate little awareness and do little to enhance the project.
Correctness	Great attention has been paid to minimize errors.	Attention has been paid to minimize errors.	Less attention has been paid to minimize errors.	Little attention has been paid to minimize errors.

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DIVISION
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THEME
Citizenship

Global Friendship

CURRICULUM LINKS
Social Studies

GLOBAL ISSUES

Introduction

- The goal of this lesson is to identify global issues.
- Students will identify which issues are of most importance to them.

Learning Activities

- Hand out or get the students to bring from home a recent periodical or newspaper. Give the students adequate time to peruse the articles. As students read, they should compile a list of important issues.
- After a set amount of time, have the students reflect on or share these lists. Then challenge them to think in "global terms." As a class, generate a new list of the most important issues or problems they see the world facing in this century.
- Give the students the opportunity to express their opinions. Acknowledge that there is no answer key to this activity—what likely will be most important to them will often be very different for another classmate.
  Opinions about these issues may be expressed in:
  - a large class discussion
  - small groups or partners
  - an opinion essay
  - letter to the editor

Closure

- Discuss what the purpose of identifying these issues are; e.g., identification may lead to greater awareness and, in turn, action to deal with the issue.
- Emphasize the important role responsible citizenship can play in society. How can a proactive attitude deal with a problem more effectively than a negative one?

Materials, Resources, Equipment

- Recent Newspapers or Periodicals

Continuing Lesson Suggestions

- Research the life of a Canadian that tackled a global problem and made a difference

DIVISION
3, 4

THEME
Citizenship

Global Friendship

CURRICULUM LINKS
Social Studies

THINK GLOBALLY, ACT LOCALLY

Introduction

- This lesson is designed to aid students in developing a local plan of action that deals with a global issue of importance to them.

Learning Activities

- Students should individually write down a list of the five most important global issues facing the world this century. They can prioritize the list to reflect which issues or problems are most important and of interest to them.
- Share their lists with the class by writing their first priority on the board or overhead. Reiterate that the issue selected will be of interest and importance to the student.
- Discuss the catch phrase, "Think Globally, Act Locally."
  - What does it mean?
  - How can it allow the students to tackle an overwhelming problem and make an impact?
- Have the students get into groups based on a common global issue of interest. For example, students interested in child poverty and welfare could be in one group. If many students want to do the same issue you may want to subdivide groups or perhaps make it a large class project.
- Develop the framework for a local plan of action to deal with the global issue selected.
  - Teachers may wish to use the worksheet and sample provided to act as a guide throughout this process.
  - Let the students know that the plan of action will likely be adapted once the project gets rolling.
- Facilitate the local plan of action by guiding the students to possible resource people and organizations.
  - Have phone books and access to appropriate web sites available for this exploration process.
  - Students may also want to contact the Volunteer Center or Service Club organizations in the area.
- Put the local plan of action in place. Some plans will be more elaborate than others. This may be determined by the teacher's parameters on group size, time frame for completion, goals.
- Collect feedback on student progress throughout the course of the project.
  This may be in the form of large group discussion, small group discussion, individual progress reports/paragraphs.

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Closure

- Celebrate local project completion. Possibilities include:
  - display of pictures, posters and representations
  - noon hour local project fair—have the students set up their projects around the school to educate and share with other students, teachers and community members
  - invite local service groups or organizations to come to the school to talk about an issue further.
  - get local media involved in covering student accomplishments
  - communicate with other schools in the area. Set up partnerships and challenges.

Assessment Suggestions

- Students complete a self assessment following the project, describing the success and difficulty in achieving the local plan of action goals.

Materials, Resources, Equipment

- Access to Telephone Directory, and appropriate world wide web site.

STUDENT ACTIVITY

THINK GLOBALLY, ACT LOCALLY

Planning Sheet — Local Plan Of Action

Your name: _____

Name of group members: _____

_____

Completion date: _____

Global issue being addressed: _____

_____

_____

_____

Related community issue or problem: _____

_____

_____

_____

Specific goal to accomplish: _____

_____

_____

_____

Form the local project will take place: _____

_____

_____

Timeline for achieving goal: _____

Materials and resources needed: _____

_____

Questions that will need to be answered: _____

_____

_____

_____

_____

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Sample

THINK GLOBALLY, ACT LOCALLY

Planning Sheet — Local Plan Of Action

Your Name: **Garry Global**

Name Of Group Members: **Cassie, Doug, Bill and Sheila**

Start Date: **December 1**
Completion Date: **December 15**

Global Issue Being Addressed: **Adequate Children's Health Care**

Related Community Issue or Problem: **Easing The Stress For Children Waiting In Emergency Rooms**

Specific Goal To Accomplish: **Purchase A Play Center For The Local Hospital Emergency Waiting Room**

Form The Local Project Will Take Place: **Host A Penny Carnival In School To Raise Money For Kids**

Timeline For Achieving Goal: **10 Classes**

Plan Event

Classes 1 & 2
- Contact local hospital and pitch idea and see if there is a need. Share plan and see if it is supported.
- Get permission for the event and select a day—meet with Principal and Supervising Teacher
- Preliminary planning for the event
  - games
  - supplies
  - how to involve the school

Classes 3 & 4
- Contact local businesses about donating or offsetting the expense of prizes
- Start working on individual game booths
  - get other volunteer students or parents to help, if necessary

Classes 5 & 6
- Continue working on the carnival booths
  - devise the rules for the games
  - collect supplies
  - start promoting the carnival by making posters and announcements

Classes 7 & 8
- Put finishing touches on your booths
  - Place posters around the school and community
  - Contact volunteers to establish responsibilities

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Classes 9 & 10 – **Create a layout for the booths and a time for set-up**
- **Gather together supplies, prizes and finished booth**
- **Set up for carnival, collect funds**

Noon Hour – **Dec.15 - Carnival Day**
- **Set-up—Cassie, Doug**
- **Clean-up—Bill, Sheila, Garry**
- **Carnival—everyone run**

Materials & Resources Needed: **cardboard boxes, balls, paint, construction paper**

Questions That Will Need To Be Answered: **Can the teacher collect the money and get a cheque for us to present to the hospital?**

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DIVISION
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THEME
Citizenship

Global Friendship

CURRICULUM LINKS
Social Studies
Topic A

CULTURAL AWARENESS

Introduction

- Students in this lesson will have an opportunity to reflect on their culture and hypothesize about another.

Learning Activities

- Divide the students into teams. If the students have participated in Think Globally, Not Locally, they can use the groups they had in that project.
- Give each group a standard sized envelope. Students should create a package of information that reflects their community and culture to another culture. Teachers may use the accompanying worksheet to guide the activity.
- After the envelope has been filled with cultural information, get the students to use their creativity to design an envelope that reflects their community and culture.

Closure

- Mail your packages to another community or culture. If you would like to set up a partnership with an international group here is one example:
  - The Youth Millennium Project-UBC-www.youthmillennium.org. The teachers should preview web sites for controversial issues and ensure that students have been made aware of appropriate use of the web site.

Materials, Resources, Equipment

- Standard Yellow Craft Envelopes

Continuing Lesson Suggestions

- Research the community and culture of the group you are partnering with.

CULTURAL AWARENESS

Package Preparation

1. Describe the following about your culture in an interesting and creative way:
   - Geographical location
   - Physical Features
   - Climate and Average Temperatures
   - General History
   - Population
   - Industries
   - Food
   - Housing
   - Cultural Events
   - Recreational Activities

2. Give the following details about group members:
   - Names
   - Ages
   - Classes & School Information
   - Hobbies/Favorite Activities
   - Family Life

3. Present your findings in unique ways:

   Photos Collages Tables Graphs Story/book Brochure

   Audio Tape* Videotape* Poem Artwork Web site*

   *Remember to consider if the receiving culture has access to equipment to receive your message.

4. Consider including inexpensive and compact artifacts from your culture:

   Small Currency (penny) Flag Pin Newspaper Clippings

   Photos Stickers Brochures Postcards

5. Be sure to include some of the questions you may have about the culture you are sending the package to.

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DIVISION
3, 4

THEME
Well-being

DEALING WITH STRESS

Introduction

Warm up

- Have a discussion with the students about stress and their understanding of the benefits of developing an active lifestyle as one of the strategies to relieve stress. Have the students participate in the following running, jumping and throwing activities as a warm up.
  - Running—width of the gym; length of the gym; on the spot touching hands to knees; galloping;
  - Jumping—hopping on one foot forward/backward/sideways/on the spot; jumping (1 foot to 2 feet; 2 feet to 2 feet; 2 feet to 1 foot) forward/backward/sideways/on the spot; leaping; skipping; jumping jacks
  - Throwing—underhand tosses against the wall; overhand throws to a target

CURRICULUM LINKS
Physical Education
GO "A", GO "B", GO "C"

Learning Activities

- Divide the class into groups of five or six.
- Each person has a piece of paper; each group has a die and a pencil or pen.
- Any person in the group may be the first to roll the dice. The object is to roll a six. If the person does not roll a six, then the dice is passed to the person on their left and he or she has one roll to try and get a six.
- Each number rolled requires the person to perform a running, jumping or throwing activity practiced in the warm up with repetitions equal to the roll of the dice.
- Upon rolling a six, that person takes the pen and starts to number on their piece of paper from 1 to 100. The numbers must be written one at a time, in consecutive order and they must be legible. The person counts aloud as she writes.
- Everyone else keeps rolling the dice, skipping the person writing. When someone else in the group rolls a six, the writing stops and the pen is given to the new writer who begins to write from 1 to 100. When your turn to write is over, you once again take a turn rolling the dice.
- Each time the students roll a six, they continue to write numbers from where they left off; e.g., If they had written numbers 1 to 15 on the first turn, then they would start with number 16 the next time they rolled a six.
- The round continues until someone in the group reaches 100. The idea is to not be the one that reaches 100. Have at least two rounds. The imagined stress here is being the one caught reaching 100!

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Closure

Cool Down

- Discussion can be generated using these questions:
  - How challenging is it to handle one or two stressors in your life?
  - What happens when you have a lot of stress all at once in your life?
  - What are some major situations that can stress you?
  - What are some of the ways to reduce stress when things get very challenging?
  - Can other people help you with stress? How?
  - Why is abusing alcohol and drugs not a good method to reduce stress?
  - What stress can abusing alcohol and drugs cause you?
  - How anxious do we feel about something that is going to happen a year down the road?
  - How does our anxiety level change the closer the event is to happening?
  - Do we sometimes cause ourselves to become stressed when we don't really need to be? Explain.
  - How does our behaviour affect others?
  - What are some of the positive ways that we can reduce our anxiety or stress level about future events? e.g., test, sporting events, an oral report, dating, getting a job, college.
  - How can we help others reduce their levels of stress?
  - How can involving ourselves actively in running, jumping and throwing activities help us reduce our stress?

Materials, Resources, Equipment

- 12 soft balls (any size); paper; pens or pencils, sets of dice

Safety Considerations

- Remind the students to be aware of others when they are running and throwing to prevent collisions. Have a section of the gym just for throwing activities.

Assessment Suggestions

- Students can record their answers to the above questions in their learning logs.

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DIVISION
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THEME
Citizenship

Global Friendship

CURRICULUM LINKS

Art
drawings
composition
encounters

Music
valuing
playing
creating

Drama
theatre studies
playwriting

IN THE STYLE OF...

Introduction

- This lesson is a chance for students to extend their knowledge about an artist, composer or performer by creating a stylized promotion for an upcoming event.
- It can be adapted for an art, music or drama class.

Learning Activities

- Students will design a promotional poster, song or advertisement for an upcoming sporting or cultural event; e.g., 8th IAAF World Championships In Athletics, Festival Of Worlds, Fringe Festival
- Brainstorm a list of different upcoming events in the school or community.
  Use the included planning page.
- Use a style the students are familiar with. They should sketch, compose or script their promotion. For example,
  - Poster in the style of Picasso
  - Jingle in the style of a rap song or military march.
  - Shakespearian radio advertisement
- After students have roughed out their ideas, they can polish their finished product for presentation.

Closure

- Since this lesson is promoting a local sports or cultural event, students will be able to promote this event by presenting or creating a display of their work.

Materials, Resources, Equipment

- Style Samples (art, composer or dramatic performance examples)

Continuing Lesson Suggestions

- Invite a local graphic designer, radio/TV ad producer or musician to bring their work to the school and discuss their own personal style and how it shapes their work.

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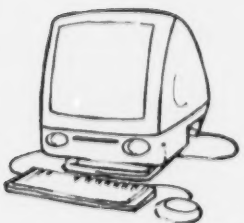
STUDENT ACTIVITY

IN THE STYLE OF ...

Planning Page

Brainstorm ideas for a promotional campaign by filling in a list of upcoming events in one column and artistic styles that might complement them.

Event _____ Style _____



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DIVISION
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THEME
Global Friendship

Well-being

CURRICULUM LINKS
FSL Intermediate 4

UN VOYAGE DE RÊVE! (A TRIP OF A LIFETIME!)

Introduction

- The class reviews the vocabulary to be incorporated into the project using oral questioning, flashcards or a review game; e.g., team charades, small group pictionary, chalkboard relays.

Learning Activities

Project: FSL Comic Strip
Level: Intermediate 4
Themes: Health and Exercise, Holidays and Celebrations, Senses and Feelings
Language Outcomes: present and future verb tenses, the comparative, expressions with "faire," questions using inversion, adverbs.

- In pairs, the students will work through a guided comic strip activity.
- The project is based on two characters created by each group who have won tickets to attend a world-class event; e.g., 8th IAAF World Championships in Athletics.
- A template is included in both French and English.
- Teachers should provide the students with a template in French and English to use as a planning page.
- The final product does not need to contain the guiding questions.
- The final product should include a story that flows in answer to the guiding questions.
- The students should bridge gaps in information and create flow from frame to frame.
- The teacher should remind the students of comic strip formats; e.g., title, thought and dialogue balloons and narrative captions.
- The students should be encouraged to use simplistic characters or encourage them to personify animals or objects so that they may avoid complex human movement illustration.
- Once an initial draft, sketches and editing are complete, poster paper may be used to complete a final draft.

Closure

- In groups of four, have the students share their comic strips.
- The teacher may require the students to ask two questions and share two positive comments in the target language after each comic strip is presented.

Assessment Suggestions

- Teachers should specify criteria on which the students will be specifically evaluated; e.g., use of verb tenses, cartooning format, logical development of ideas.
- Evaluation of group work and effective use of class time may also be considered.

Materials, Resources, Equipment

- Sample comic strips for the students' use.
- Class set of comic strip templates in either French or English.
- Poster paper for final product.

Continuing Lesson Suggestions

- Students could adapt the story from their comic strip into role plays and present them orally.

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STUDENT ACTIVITY

UNE BANDE DESSINÉE MAGNIFIQUE!

En groupes de deux personnes, créez une histoire intéressante avec deux personnages en répondant aux questions dans chaque boîte. Dessinez et coloriez une image pour accompagner chaque partie de l'histoire. Le dialogue et les pensées sont importants. N'oubliez pas les parties nécessaires au bas de la page.

1. Salut! Comment vous appelez-vous? Quels âges avez-vous? D'où venez vous? (au temps présent)	2. C'est incroyable! Vous avez gagné des billets pour assister à un événement sportif mondial. Où allez-vous aller? Décrivez l'événement. (au futur proche)	3. Décrivez vos sentiments et vos émotions. Donnez une raison pour vos sentiments. (au temps présent)
4. Décrivez le temps et le paysage de votre destination. (au temps présent)	5. Qu'est-ce que vous allez faire pendant votre voyage? (minimum de 3 activités) (au futur proche)	6. Qu'est que vous allez manger et boire? (minimum de 4 choses) (au futur proche)
7. Enfin! Vous partez en vacances. Comment voyagez-vous à l'événement? (au temps présent)	8. Vous êtes à l'événement sportif mondial. Décrivez votre expérience. (au temps présent)	9. Décrivez le resultat de l'événement. Qui gagne? Qui perd? Décrivez leur sentiments et emotions. (au temps présent)
10. Vous avez l'occasion de rencontrer un(e) des athlètes. Posez une question importante. Comment est-ce que l'athlète répond? (au temps présent)	11. Décrivez le meilleur moment de votre voyage. (au temps présent)	12. Après le voyage! Vous êtes encore chez vous. Comment vous sentez-vous? Pourquoi? (au temps présent)

___ 3 expressions avec "faire" ____3 adverbes ____ 5 adjectifs
___ 4 émotions différentes _____1 question avec inversion

STUDENT ACTIVITY

OUR AMAZING COMIC STRIP!

With your partner, create an interesting, two-character story using the questions in each box as a guide. Draw and colour a picture to accompany each segment of the story. Character dialogue and thoughts are important to remember. Remember to incorporate the requirements listed at the bottom of this page.

1. Hello! What are your names? How old are you? Where are you from? (present tense)	2. It's unbelievable! You have won tickets to attend a worldwide sporting event. Where are you going to go? Describe the event you are going to attend. (future tense)	3. Describe your feelings and emotions. Give a reason for your emotions. (present tense)
4. Describe the weather and the landscape of your destination. (present tense)	5. What are you going to do during your trip? (minimum of three activities) (future tense)	6. What are you going to eat and drink? (minimum of four things) (future tense)
7. At last! You are leaving on vacation. How are you travelling to the event? (present tense)	8. You are now at the worldwide sporting event. Describe your experience. (present tense)	9. Describe the result of the event. Who wins? Who loses? Describe their feelings and emotions. (present tense)
10. You have the opportunity to meet one of the athletes. Ask an important question. How does he or she respond? (present tense)	11. Describe the best moment of your vacation. (present tense)	12. You are back at home. How are you feeling? Give a reason to support your feelings. (present tense)

___ 3 expressions with "faire" ____3 adverbs _____ 5 adjectives
____ 4 different emotions _____1 question using inversion

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DIVISION
3, 4

THEME
Well-being

CURRICULUM LINKS
FSL Intermediate 5

A LA MODE – UNE AFFICHE SPORTIVE (A TRENDY ATHLETE POSTER)

Introduction

- The class reviews the vocabulary and grammatical components to be incorporated into the project using oral questions, flashcards or a review game; e.g., team charades, small group pictionary, chalkboard relays.

Learning Activities

- Project: FSL Athlete Poster
- Level: Intermediate 5
- Themes: Fashion, Outdoor Activities
- Language Outcomes: present, future, past, imperfect verb tenses, the superlative, and direct and indirect object pronouns.
- The students will design a poster of an athlete who competes in an outdoor activity; e.g., any of the activities included in the 8th IAAF World Championships in Athletics.
- A template is included in both French and English.
- The students may use the template as a checklist to ensure all required components are present.
- Once an initial draft, sketches and editing are complete, poster paper may be used to complete a final draft (11" x 17" is recommended).

Closure

- Students orally present their characters in small groups or to the class.
- Audience must ask at least two questions and give positive feedback in the target language to the student presenting.

Assessment Suggestions

- The teacher should specify criteria on which the students will be evaluated; e.g., use of vocabulary, use of verb tenses, layout of poster, use of object pronouns.
- Final product and effective of use of class time may be evaluated.

Materials, Resources, Equipment

- Class set of project templates in either English or French
- Poster paper for final product

Continuing Lesson Suggestions

- The students could form pairs and create a role play involving the two characters they have created.

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STUDENT ACTIVITY

A LA MODE - UNE AFFICHE SPORTIVE!

Créez un personnage sportif avec le vocabulaire qu'on a appris en classe. Il faut peut-être chercher des mots pour l'équipage du sport.

Employez la liste suivante pour être sûr d'inclure toutes les parties du projet:

1. **Le titre**: Comment s'appelle votre athlète? Quel sport joue-t'il ou elle?
2. **Le dessin**: Dessinez et coloriez le personnage.
3. **Les vêtements**: Indiquez les vêtements qu'il ou elle porte (minimum de 5). Il faut décrire la couleur, le tissu ou le broché de chaque vêtement.
4. **L'équipage/les vêtements spécialistes**: Indiquez et décrivez 3 choses nécessaires pour faire cette activité sportive.
5. **La personnalité**: Décrivez 5 qualités personnelles de votre athlète (au temps présent/en phrases complètes).
6. **Les préparations**: Quand votre athlète était plus jeune, que faisait-il ou elle pour se préparer à or pour devenir un succès? (3 phrases complètes à l'imparfait).
7. **Les buts**: Que sont les rêves de votre athlète? Décrivez 3 projets pour l'avenir (au futur proche/en phrases complètes).
8. **Un(e) champion(ne):** Votre athlète est parmi les meilleurs athlètes du monde. Employez le superlatif pour décrire ce qu'il ou elle a accompli. (Faites attention aux temps des verbes dans vos phrases complètes.)
9. **La grammaire**: Employez au moins 1 pronom d'object direct et 1 pronom d'object indirect dans votre projet.
10. **La créativité**: Il faut employer la créativité pour compléter ce projet. Qu'est-ce que vous pouvez faire pour améliorer votre projet?

Bon courage!

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STUDENT ACTIVITY

A TRENDY ATHLETE POSTER

Create an athletic character using the vocabulary we have learned in class. It may be necessary to look up certain words to describe sports equipment.

Use the following checklist to ensure that you include all the project components:

1. **Title:** Name your athlete. What sport does he or she play?
2. **Illustration:** Draw and colour your character.
3. **Clothing:** Label the clothing your athlete is wearing (minimum of 5). You must describe the colour, fabric or pattern of each article of clothing.
4. **Equipment/Special Clothing:** Label and describe three items needed to participate in this athletic activity.
5. **Personality**: Describe 5 qualities of your athlete (present tense/complete sentences).
6. **Preparation:** When your athlete was younger, what did he or she do to prepare to become successful? (3 complete sentences in the imperfect tense)
7. **Goals**: What are your athlete's dreams? Describe three of his or her future projects (future tense/complete sentences).
8. **A Champion**: Your athlete is among the best athletes in the world. Use the superlative to describe his or her accomplishments. (Pay attention to verb tense in your complete sentences.)
9. **Grammar**: Use at least 1 direct and 1 indirect object pronoun in your project.
10. **Creativity**: You must use some creativity to complete this project. What can you do to improve or enhance this project?

Good Luck!

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THEME
Global Friendship

Well-being

CURRICULUM LINKS
FSL Intermediate 6, Beginning 2 and 3

BON VOYAGE!

Introduction

- The class reviews the vocabulary to be incorporated into the project using oral questioning, flashcards or a review game; e.g., team charades, small group pictionary, chalkboard relays.

Learning Activities

- Project: FSL Travel Brochure
- Level: Intermediate 6 (Trips and Excursions, Money, Role of the Media)
  This project may be readily adapted to:
  Beginning 2 (Community, Clothing, Exercise, Food)
  Beginning 3 (Vacations, Activities)
- Scenario: Students have been invited to attend a major athletic event; e.g., 8th IAAF World Championships in Athletics.
- Travel Brochure: Students plan their trips to attend a major sporting event.
- Format: three-fold/four-panel brochure (paper size to be specified by teacher).
  A four-panel brochure template is included for Intermediate 6. This should be simplified for Beginning 2 and 3 students. e.g., Beginning 2 students may include a list of items to pack in place of the budget in Panel 4.
  Additional criteria to specify language usage should be outlined by the teacher.

Closure

- The students may present their brochures in small groups or to the class.

Assessment Suggestions

- Components may be completed individually, in pairs or in small groups.
- Specific grammatical requirements should be established for each level.
- The final product, use of class time, group work and oral presentation may be evaluated.

Materials, Resources, Equipment

- Sample brochures and overhead transparency of brochure template.
- Paper for final product.

Continuing Lesson Suggestions

- The students may play the role of students on an educational trip to the event, or they may take on the roles of athletes, coaches, officials, media representatives, spectators and event organizers.
- The students may create an advertisement for the upcoming event (print, radio and/or television).
- Students may write a postcard or letter to send to family and friends from the event.
- The students may conduct an interview between a reporter and an athlete, coach, official, spectator or event organizer.
- The students may provide news coverage of the event being attended; e.g., newspaper, radio, television.
- The students may make a creative travel suitcase that will serve as a way to display their travel packages.

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STUDENT ACTIVITY

BON VOYAGE - UNE BROCHURE

Panneau #1	Panneau #2	Panneau #3	Panneau #4
Une Introduction - la destination - l'événement - une image attrayante	**Un Itinéraire** - les détails du voyage - l'aller et le retour - les dates, les arrêts, le transport - Employez l'horlage à 24 heures.	**Un Plan d'activités** - les repas - les activités - les endroits touristiques visités	**Un Budget** - le prix du transport - le prix des repas - le prix de la chambre d'hôtel - le prix des activités

Bon Voyage – A Brochure

Panel #1	Panel #2	Panel #3	Panel #4
An Introduction - the destination - the event - an appealing picture	**An Itinerary** - the trip details - two way - the dates, the stops, the transportation - use the 24-hour clock.	**A Plan of Activities** - meals - activities - tourist sites	**A Budget** - cost of transportation - meal costs - hotel costs - activity costs

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BACKGROUNDER

- The IAAF World Championships in Athletics are held every two years under the authority of the International Amateur Athletic Federation (IAAF). The 8th IAAF World Championships are scheduled for **August 3–12, 2001**, in Edmonton, Alberta, Canada.

- Based on an anticipated television viewing audience of 4 billion, the IAAF World Championships in Athletics is the third largest sporting event in the world, third in scope only to the Summer Olympic Games and the World Cup of Soccer. Over 2,500 international media are expected to attend the Championships, providing coverage to the world.

- The Championships are expected to attract more than 3,000 athletes, coaches and team officials from more than 200 member federations.

- The IAAF World Championships in Athletics consists of 24 men's and 22 women's athletic events.
  - 100 m, 200 m, 400 m, 800 m, 1500 m, 5000 m, 10000 m and Marathon
  - 100 m Hurdles (women), 110 m Hurdles (men), 400 m Hurdles and 3000 m Steeplechase (men)
  - 4 x 100 m and 4 x 400 m Relays
  - 20 km and 50 km (men) Walks
  - High Jump
  - Long Jump
  - Triple Jump
  - Pole Vault
  - Shot Put
  - Discus
  - Hammer
  - Javelin
  - Heptathlon (women)
  - Decathlon (men)

- Canadians Bruny Surin (100m) and Mark Boswell (High Jump) both brought home Silver Medals from Seville, Spain, host of the 7th IAAF World Championships in Athletics, held in August of 1999.

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- Edmonton, Alberta, will be the first North American city to ever host the IAAF World Championships in Athletics. Previous IAAF World Championships host cities include: Seville, Spain (1999), Athens, Greece (1997), Göteborg, Sweden (1995), Stuttgart, Germany (1993), Tokyo, Japan (1991), Rome, Italy (1987), and Helsinki, Finland (1983).

- Edmonton will host the 43rd IAAF Congress on July 31–August 2, 2001, just prior to the IAAF World Championships in Athletics. Approximately 400 representatives from at least 200 National Member Federations gather for Congress, the IAAF's ultimate decision making body. Congress is held every two years in conjunction with the IAAF World Championships in Athletics.

- The total direct, indirect and induced economic activity resulting from expenditures by visitors, athletes, officials, media, event organizers and construction of facilities is estimated at $387 million throughout the province of Alberta. The final net impact will be an estimated $203 million increase in Alberta's GDP, with $157 million of this total remaining in the Edmonton region.

- Spectators will watch the Championships live at Commonwealth Stadium, home to the world's largest 16:9 aspect ratio wide-screen LED Sony JumboTron. Spectators will enjoy high-quality images even from short distances. Accompanying the new JumboTron is the largest and most advanced lamp matrix board in Canada, as well as a new public address and sound system.

- Close to 5,000 volunteers will be needed for the Championships. There will be a call for volunteer applications in the fall of 2000.

- **Tickets for Edmonton 2001 8th IAAF World Championships in Athletics** are available at Ticketmaster 1–877–240–2001 or 780–451–8000, at The World's Market, 10044 – 108 Street, Edmonton, Alberta or at <http://www.2001.edmonton.com>.

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ATHLETICS

About

Stripped to its bare essentials, athletics (or track and field) is about running faster, jumping higher and throwing further than your competitors.

The Competition

Athletics can be divided into four areas: track, field, road and combined events.

The track events include sprints (100 m, 200 m, 400 m), middle-distance running (800 m and 1500 m) and long-distance running (5000 m and 10 000 m), hurdling (100 m and 400 m for women, 110 m and 400 m for men), relays (4 x 100 m and 4 x 400 m) and the men's 3000 m steeplechase.

Field events, for both men and women, include the long jump, triple jump, high jump, pole vault, shot-put, discus, javelin and hammer throw.

Road events consist of the men's and women's marathons, 20 km race walk and men's 50 km race walk.

In the combined events—the heptathlon for women and the decathlon for men—athletes compete in a series of track and field events over two days. Points are based upon their finishes in each event, and the person with the most points wins.

ATHLETICS

About

The Rules of Combined Events

Yesterday, the pentathlon. Today, the heptathlon. Tomorrow, the decathlon.
The women's combined athletics event, the heptathlon, is widely believed to be no more than a holding pattern. It replaced the original women's combined event, the pentathlon, in 1984 as part of a trend to move women's events closer to the equivalent men's competition. With that in mind, it is widely expected to grow into a similar 10-event decathlon in the future.

For now, though, the two-day heptathlon consists of, in order: the 100-metre hurdles, high jump and shot-put (all on day one); the 200 m dash, long jump, javelin and 800 m run (all on day two). The men's decathlon includes, in order over two days: the 100 m dash, long jump, shot-put, high jump and 400 m run (all on day one); and the 110 m hurdles, discus, pole vault, javelin and 1500 m run (all on day two).

The Competition

Scoring

Decathletes and heptathletes score points based on their performances in each event. The athlete with the most total points at the end of the last event wins, with an emphasis on a strong finish in every event rather than a win in any one.

Indeed, the complex scoring system has been set up to assure an athlete dominating one event cannot score as well as a strong performer in several areas. The scoring for each event is determined by what is deemed feasible in that event, reflecting world records, and an established table shows what a time or figure will be worth in points.

Events

In running events except the 1500 m and 800 m, the athletes are placed in heats based on their personal bests in those events, or as otherwise determined by the technical delegate. For drama, the 1500 m and 800 m runs—the final events in the decathlon and heptathlon, respectively—are arranged so one heat includes the leading competitors after the first nine (men) and six (women) events.

For the field events, athletes are divided into two pools, based upon their personal bests in those events.

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Rules

The rules for each event in the decathlon and heptathlon essentially match the rules for the individual events, with a few variations.

Athletes in the individual track races are disqualified if they false start twice, but decathletes and heptathletes are disqualified after three false starts. The maximum allowable wind strength for recognition of new, world or Olympic records is four metres a second instead of two.

For more details on the rules for each individual event, see Running rules, Jumping rules and Throwing rules.

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ATHLETICS

The Rules of Running

Track Events

The 12 medal sports for men and 11 for women in track are virtually identical. Men race over 100, 200, 400, 800, 1500, 5000 and 10,000 metres, along with the 110 m and 400 m hurdles, the 3000 m steeplechase and the 4 x 100 m and 4 x 400 m relays. Women do not compete in a steeplechase, and they run the 100 m hurdles instead of 110 m.

Rounds and Heats

The events are organized in two, three or four rounds, depending upon the number of entrants. Those runners placing first or second in each heat qualify for the next round, along with the third-place finishers in most events.

The draw for the preliminary rounds in each event is decided through the zigzag principle, which distributes the leading contenders evenly across the different heats. Ranking is based on a runner's best performance of the season. In subsequent rounds, the draw is based on the runner's finish and time in each previous round. When possible, athletes from the same nation run in different heats.

Lanes

Runners must stay within their lanes for all sprints, the 110 m hurdles and the 4 x 100 m relay. The 800 m and the 4 x 400 m relay begin in lanes, and runners must stay within the lanes until they pass the breakline, which signifies they can move across.

In the first round of heats, athletes are allocated lanes through a random computer selection. In subsequent rounds, lane selection is based on how a runner is seeded after performing in the previous round. The aim is having the better runners in the middle lanes, so a lot is drawn to allocate lanes 3, 4, 5 and 6 to the four highest-ranked athletes or teams and lanes 1, 2, 7 and 8 to the four lowest-ranked.

Starting

Races begin at the sound of the starter's gun. The starter assures competitors are in correct starting position, then calls "On your mark" and "Set", then fires the gun in the air. A false start is declared if an athlete jumps the gun. If the same athlete does it again, he or she is disqualified—except in the heptathlon and decathlon, the combined track-and-field events in which athletes are disqualified after the third time.

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In all sprints, the shorter races up to and including the 400 m, athletes must use a crouch start in the starting blocks. That includes the first leg of the relays. For events 800 m and above, the starter calls "On your mark" and then fires the gun, as athletes use a standing start.

Winning

The winner of a race is the first athlete whose torso reaches the plane of the finish line. If two athletes vying for a spot in the next round tie to 1/1000th of a second (highly unlikely) both advance to the next round. If that is impractical, lots will be drawn to decide who advances. If it occurs in a final, officials can arrange for the two athletes to race again, or, if that is impractical, they share the gold medal.

Relay Races

In all relays, runners must exchange the baton within the 20 m take-over zone. After handing over the baton, runners must stay within their lanes until the course is clear or their team may be disqualified.

If a runner drops the baton during a relay, only the one who dropped it may recover it. The runner may leave his lane to get it, provided he does not obstruct other runners and recovering it would not lessen the distance to be covered.

Wind Assistance

A sprint or hurdle will not be recognized as a world record if the wind strength behind the jumper exceeds two metres a second (7.2 kilometres per hour).

The Track

The track is an oval running 400 m in its inside lane. A curb, five centimetres high borders the inside of the track, and each lane runs 1.22 to 1.25 metres wide. Races run counterclockwise, and the lanes are numbered 1 to 8 from the inside out.

Road Events

One change is planned. The women's 20-kilometre race walk returns after being cut to 10 km at the 1996 Atlanta Games. It joins the men's 20 km and 50 km race walks and the men's and women's marathons on the schedule. The marathon and the walking races differ from the track events in that, participants may leave the course—as long as a judge supervises them. If not, they are disqualified.

Starting

Each road event involves a single race with no draw. The athletes take their places randomly when the starter calls them to the starting line, and the race begins at the sound of the starter's pistol. Anyone who jumps the gun twice is disqualified.

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Winning

Again, the winner of the race is the first person whose torso reaches the plane of the finish line.

Refreshment Stations

Anyone participating in a road race may get outside help, although under strict guidelines. Water and other refreshments are provided at the start and finish of the race, and refreshment stations are positioned at 5 km intervals along the route. Drinks are placed where the competitors easily can pick them up as they pass.

Athletes also may provide their own drinks and nominate the stations where they want them placed.

Drinking and sponging stations are placed halfway between each refreshment station. There, runners and walkers can pick up drinks of water and sponges to wring over their heads and cool off as they pass. They may refresh themselves at as many stations as they like, but they cannot pick up drinks anywhere else along the course.

Walking Rules

The walking races have two core rules. The distinctive gait that race walkers use, often very peculiar to the eye, is forced upon them by those rules. First, a walker must have at least one foot on the ground at all times. Second, from the moment the advancing foot touches the ground until the leg has reached a vertical position, that leg must be straight, not bent at the knee.

Up to nine judges are distributed around the course, watching for any competitors breaking either rule. No electronic aids are used, because the rules stipulate a breach of the regulations must be visible to the naked eye.

When a judge sees a walker in danger of breaking one of the rules, he or she may caution the walker once. That usually is done by displaying a white sign with the offence identified by a symbol on each side. The judge then notifies the chief judge. Once three judges have warned a walker, he or she is disqualified.

Other Rules

- The race referee may disqualify any runner who jostles or obstructs another competitor.
- Athletes who voluntarily leave the track during a track race may not continue in the race.
- Competitors may receive no help or advice during a track event, except in the events of 5000 m or more where water and sponges can be provided if weather conditions warrant it.

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ATHLETICS

The Rules of Jumping

It seems so straightforward, athletes seeing who can jump farthest or highest, who can launch farther into the air with a pole or cover more territory in a hop, step and jump. Yet, like all competitions, smaller strategies come into play.

Take on a height that seems easy or risk missing the next height and getting no credit for either? That's just one area where a jumper or vaulter must weigh up the rules, advantages and disadvantages, and make a choice.

Women's pole vault debuted in 1999 at the 7th IAAF World Championships in Athletics, in Seville Spain. For the first time, men and women competed in identical programs, the pole vault, high jump, long jump and triple jump. The high jump and pole vault are straight elimination events, while the long jump and triple jump consist of six rounds each.

High Jump and Pole Vault

The Events

High-jumpers, required to take off on one foot, try to jump over a bar without knocking it from its supports. The pole vault is similar, except vaulters use poles to propel themselves into the air and soar much higher. The chief judge sets the starting height in each event. The high-jump bar then is raised at least two centimetres after each round, the pole-vault bar five centimetres, until one person is left.

High-jumpers and vaulters choose when to jump or pass. They stay in the competition until they fail to clear the bar three straight times. Their highest successful jump then becomes their results.

Ties

Strategy is involved in passing on some jumps. If two people tie with their highest jumps, the two common tie-breakers are, first, who needed the fewest tries to clear the height, or, next, which person missed fewer jumps overall. If the tie remains, the athletes are awarded the same placing unless a gold medal is at stake.

Jump-offs

In that case, a jump-off is held. Each competitor that has tied is allowed one jump at the lowest height where the athletes involved in the tie were eliminated. If all tied athletes clear the bar, the height is raised, while if all tied athletes fail to clear the bar, the height is lowered, until one athlete becomes a clear victor by being the only one to clear the current height.

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Qualification Round

Two rounds of competition are conducted in high jump and pole vault. The qualification round is generally divided into two groups, with the aim to reduce the final to 12 competitors only. Prior to the competition an automatic qualifying performance is set and any athlete that obtains this standard in the qualifying round will automatically proceed to the final. If less than 12 athletes achieve this standard, the top performers from the qualifying round are added to make up the required numbers for the finals.

Measurements

In the high jump and pole vault, all measurements involve whole centimetres, from the ground to the lowest part of the top of the bar.

Long Jump and Triple Jump

The Events

The long jump and triple jump consist of athletes running along a runway and jumping as far as possible into the landing area. However, in the triple jump, when the jumpers reach the take-off board, they essentially hop, step and jump, the former name of the event. That means they first must land on the same foot used for the take-off, then take a bounding stride to the other foot before finally jumping into the landing area.

In both events, only a jumper's best performance counts. After three rounds, the top eight advance to the final three rounds. They then compete in reverse order of the rankings from the first three rounds.

Ties

Any tie is broken by comparing the second-best performances of those involved. If that does not resolve the issue, the third best performances are compared, and so on. If the tie still remains, it stands—again, unless a gold medal is at stake. Then, the athletes continue competing until the tie is broken.

Measurements

The distance is measured from the far edge of the take-off board to the jumper's closest mark in the sand. It is rounded to the nearest centimetre below the distance measured if a fraction is involved.

Fouls

A foul is ruled if a jumper oversteps the take-off line at the end of the runway or touches the ground outside the landing area behind the mark. That usually occurs when a jumper extends an arm for support while landing off-balance.

Wind Assistance

A long jump or triple jump will not be recognized as a world record if the wind strength behind the jumper exceeds two metres a second (7.2 kilometres per hour).

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Other Rules

- If a competitor is hampered while jumping, the referee can rule an obstruction and allow a second attempt.
- Competitors may leave the event area during competition, but only with permission from, and accompanied by, a judge.
- Athletes cannot receive assistance while an event is in progress, except for a medical examination appointed by officials, or verbal or other communication from an individual who is not in the competition area.
- Judges can penalize an athlete for exceeding the specified time limit for jumping and disallow an attempt. However, if an athlete starts the attempt before time lapses, it counts.

Competition Areas

High Jump

In the high jump, jumpers approach the bar from a level take-off area at least 20 metres long. The round bar is about four metres long, weighing no more than four kilograms and supported by two uprights. The jumpers land on a large, soft foam pad.

Pole Vault

In the pole vault, vaulters approach on a level runway at least 40m long and take off by placing their poles in a metre-long box sunk into the runway. The walls of the box slope inward and taper toward the far end, guiding the pole toward the stop board at the end, where the box is 20 cm deep. The poles are smooth, although perhaps taped to improve grip, and may be as long or thick as desired. The crossbar is similar to the high jump, but lighter for safety, and the vaulters also land on a soft foam pad.

Long Jump and Triple Jump

The runway for the long jump and triple jump is at least 40 m long. The foul line is the far side of the 20 cm-wide takeoff board, and the jumpers land in a rectangular pit of soft, damp sand. The sand is one to three metres from the board in the long jump and 13 m for men, 11 m for women in the triple jump to allow the hop and step. A line of plasticine at the end of the board helps to detect fouls.

ATHLETICS

The Rules of Throwing

The women's hammer throw debuted at the 1999 7th IAAF World Championships in Athletics in Seville, Spain. Men and women now are represented equally in throwing events. However, like the other throwing events—the shot-put, discus and javelin—the difference is in the details.

In each case, not only the weight, but also the size of the object being tossed differs between men and women's competition. That accommodates a natural grip for throwing.

The Events

The throwing events consist of six rounds of competition between athletes trying to heave heavy projectiles as far as possible. While the javelin was thrown for accuracy in the ancient Games of Olympia, distance is all that matters today. The javelin throw is the only one of the four categories involving a running start.

In each event, only an athlete's best performance counts. After three rounds, the top eight in each event advance to the final three rounds, where they compete in reverse order of the rankings at that point.

Ties

In case of ties, the first tie-breaker is the athletes' second-best performances. If that doesn't break the tie, their third best performances are compared, and so on. If the tie still remains, it stands—unless a gold medal is at stake. Then, the athletes continue competing until the tie is broken. In all throwing events, if a fraction is involved, distances are rounded to the nearest centimetre below the distance measured.

Time Limits

The judges can penalize an athlete for an "unreasonable" delay in throwing and disallow an attempt. However, if someone starts an attempt before the time lapses, it counts. The time limit generally is one minute.

Other Rules

- A competitor may abort a throw halfway through and begin again, providing he or she hasn't already thrown or put a foot outside the throwing circle or runway.
- If a person is hampered while throwing, the referee can rule an obstruction and allow a second attempt. Competitors may leave the event area during competition, but only with permission from, and accompanied by, a judge.
- Athletes cannot receive assistance while an event is in progress, except for a medical examination approved by officials, or verbal or other communication from an individual who is not in the competition area.

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- Javelin throwers may not turn around completely on a throw so their backs face the direction they are throwing.
- After completing a throw, competitors in hammer, discus and shot put must exit the circle from the back of the circle.

Equipment

Javelin

The javelin has three parts, the shaft, head and grip. The shaft is a smooth metal rod tapered at both ends, with the head, a sharply pointed metal cover, fixed to the front end. The grip is positioned so it covers the javelin's centre of gravity. The men's javelin is 2.6 to 2.7 metres long and weighs at least 800 grams, while the women's javelin is 2.2 to 2.3 metres and weighs at least 600 g.

Hammer

The hammer has three parts—the head, wire and grip. The head is a round ball with a diameter of 110 to 130 millimetres for men and 95 to 110 for women. The wire is three millimetres in diameter, while two arms joined by a curved handle form the grip. The entire hammer must weigh at least 7.26 kg and measure 117.5 to 121.5 centimetres for men. For women, it must weigh at least four kilograms and be 116 to 119.5 cm.

Shot-put

The shot, a heavy, round, metal ball with a smooth finish, has the same weight requirements. In men's competition, the diameter must fall between 110 and 130 mm, compared with 95 to 110 for women.

Discus

The discus, a wooden plate with a metal rim around the circumference, has two identical smooth sides that are flat in the centre. The men's discus weighs 2.005 to 2.025 kg and runs 21.8 to 22.1 cm in diameter. The women's discus weighs 1.005 to 1.025 kg and measures 18 to 18.2 cm in diameter.

The Throwing Area

Discus, shot-put, hammer

Athletes throw from a standing start within a circle for the shot-put, hammer throw and discus. An iron band 6 mm thick and painted white surrounds the circle on top. When throwing, competitors must not touch the top of the band or the ground outside the circle.

The circles for the shot-put and hammer throw are 2.135 m in diameter, while the discus circle is slightly bigger at 2.5 m. The floors are made of cement or a similar firm, non-slip material and lie slightly lower than the ground.

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At the front of the shot put ring is a wooden stop board 1.21 to 1.23 m long to assist athletes from sliding outside the circle. Athletes may touch the inside, but not top of the stop board.

Javelin

The javelin throw is completely different. Competitors run along a runway 30 to 36.5 m long before throwing. The two sidelines of the runway join a metal or wood arc at the end, and the thrower must release the javelin from behind it.

Landing Area

In all four events, the landing area is flat and made of cinders, grass or another material which also will expose imprints. Similarly, white lines 5 cms wide bound each landing sector. In the shot-put, hammer throw and discus, if the lines were drawn all the way back to the centre of the circle, they would create a wedge of 40 degrees. In the javelin, the lines would form a wedge of 29 degrees.

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Glossary

Anchor	The last runner in a relay race.
Bar	The crosspiece of wood, metal or plastic which high jumpers and pole-vaulters must clear.
Baton	A smooth, hollow metal or wooden tube which is passed from one relay runner to the next.
Box	The contoured dugout which pole-vaulters place their pole into to jump over the bar.
Breakline	An arc across the track, denoting the point where runners may leave their original lane and use any part of the track, which normally is the inside lane.
Changeover	The passing of the baton from one runner to the next.
Circle	The round area within which shot-putters, discus and hammer throwers must stay when throwing their respective projectiles.
Countback	A process used to determine the winner if two high jumpers or pole vaulters reach equal heights, based upon reviewing which athlete failed least in his or her jumps at that height or in the whole competition.
Crouch start	The crouched position all sprinters must assume before starting a race.
Decathlete	A contestant in a decathlon.
Decathlon	An athletic contest comprising of 10 different track-and-field events and won by the contestant having the highest total score.
Discus	A wooden plate rimmed by metal and heaved by athletes aiming for the greatest distance.
False start	An illegal beginning to a race in which a runner begins before the starter's pistol is fired.
Field event	An athletic event that involves jumping or throwing.
Foul	A violation where, most commonly, an athlete jumping or throwing for distance steps across the line or circle defining the limit of the athlete's approach to an attempt.
Hammer	A heavy metal ball attached to a wire cable, which is attached to a handle, used for the hammer throw.
Hammer throw	The field event in which athletes attempt to throw the hammer as far as possible.

Heat	An early race of an event, with the top finishers advancing to the finals or semifinals of the competition.
Heptathlete	A contestant in a heptathlon.
Heptathlon	An athletic contest comprising of seven different track-and-field events and won by the contestant having the greatest total score.
High jump	1. A vertical jump with which athletes attempt to clear a bar. 2. The field event in which athletes attempt to jump over a bar.
Hurdles	1. The obstacles which contestants must leap over, in a hurdles race. 2. A running race in which athletes must leap over set obstacles on the track.
Javelin	1. A metal or wooden shaft with a metal point, similar to a spear, thrown for distance. 2. The field event in which athletes attempt to throw the javelin as far as possible.
Jump-off	A sudden-death contest used to determine the winner in high jump and pole vault if the athletes finish at the same height and a countback cannot determine the winner.
Jump the gun	To commit a false start by beginning before the starter's pistol is fired.
Kick	A burst of speed saved for the final stretch of a long race.
Lanes	The eight alleys on the track which runners must run in during some races.
Lap	1. One time around the track. 2. To surpass another runner in a race by one loop of the course.
Leg	One of a number of parts of a race, each of which must be completed to determine the winner.
Lifting	A violation in the walk for lifting a foot before the leg has bent for a moment.
Long distance	The label given to the races at least 5,000 metres in length.
Long jump	Former name for the broad jump. 1. A jump with which athletes aim to cover the greatest distance from a given mark. 2. The field event in which athletes try to jump as far as possible.
Marathon	A 42 kilometre road race re-enacting the distance run by a Greek messenger in 490 BC.
Middle distance	The label given to the races covering 800 and 1500 metres.
On your mark	The starter's call for runners in a race to move to the starting line and assume position to start the race.

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Pole vault	1. A leap over a horizontal bar with the help of a long pole. 2. The event in which athletes try to clear a bar with the help of a long pole.
Relay	A race in which athletes race in teams of four, taking turns to run.
Road race	A race, run on established roads or footpaths, not on grass or other soft ground.
Runway	A running strip for jumpers and throwers where they build up speed as they approach their attempts in their events.
Scratchline	A line marking the centre of the take-over zone.
Set	The starter's second call to runners in a sprint, alerting them to rise quickly into their final starting positions before the starter's gun is fired.
Shot	A heavy metal ball used in the shot-put.
Shot-put	The field event in which athletes try to put, or throw, the shot as far as possible.
Sprint	A short race at full speed, generally meaning a race of 400 metres or less.
Starter's gun	The pistol used by the starter to fire blanks in the air, signaling the start of a race.
Starting blocks	A pair of angled supports for the feet, temporarily attached to the track, to increase the power of a sprinter from a crouch start.
Steeplechase	A race run by people over a course which features obstacles such as water-filled ditches and barriers.
Stop board	1. The far point of a tapered box sunk into the runway for the pole vault, where the vaulter's pole is intended to lock into position as the athlete launches into the air for the vault. 2. The raised board that defines how far a thrower can range before releasing his attempt.
Sudden death	An extra round or rounds of competition held to resolve a contest that has resulted in a tie, i.e., a jump-off in the high jump or pole vault.
Take-off board	A rectangular board, usually made of wood, placed in the runway in the long jump and triple jump which marks the jumping area.
Take-off line	The plasticine line at the end of the take-off board in long jump and triple jump before which athletes must have jumped.
Take-over zone	A defined area in a relay race where the baton must be exchanged between runners on a team.
Track	1. The oval course laid out for racing. 2. Athletic events run on that course.
Triple jump	Former name for the hop, step and jump.

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Uprights	The vertical poles, which hold the bar in high, jump and pole vault in place.
Walk	A race where the walker must have at least one foot on the ground at all times and the advancing leg must be kept straight.
Water jump	A man-made obstacle in the steeplechase usually consisting of a miniature swimming pool containing water up to 70 centimetres deep.
Zigzag principle	A style of draw which distributes the leading contenders evenly across the different heats.

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